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ABSTRACT

The purpose of this study was to describe the leadership and personal development abilities possessed by four groups of male high school seniors. These groups were those high school seniors who participated in high quality (superior) Future Farmers of America (FFA) chapters and low quality (non-superior) FFA chapters and those from schools with superior and non-superior FFA chapters who were never enrolled in vocational agriculture. The sample came from 16 schools in Middle Tennessee. Three instruments were developed to gather data: the student questionnaire, 66 criterion-referenced multiple-choice questions to measure leadership and personal development abilities, and anecdotal information (student time devoted to instruction on 10 areas within FFA according to vocational agriculture teachers). Conclusions based upon study findings were that (1) the extent to which students who enrolled in vocational agriculture/FFA for four years possess leadership and personal development abilities is much less than the profession should be willing to accept, and (2) vocational agriculture/FFA students possess significantly more leadership and personal development abilities than non-vocational agriculture students. (Instruments, instructions, and data are appended.) (YLB)

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LEADERSHIP AND PERSONAL DEVELOPMENT ABILITIES POSSESSED BY HIGH SCHOOL SENIORS WHO ARE FFA MEMBERS IN SUPERIOR FFA CHAPTERS, NON-SUPERIOR CHAPTERS, AND BY SENIORS WHO WERE NEVER ENROLLED IN VOCATIONAL AGRICULTURE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Samuel Clifton Ricketts, B.S., M.S.

* * * * *

The Ohio State University
1982

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Dedicated to my father and mother, Hall and Louise Ricketts. Although their formal educational experience was not what they wanted, their knowledge, wisdom, and righteous living has won my love, respect and admiration.

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Finally, thanks to God. "I can do all things through Christ which strengthenth me" (Philippians 4:13). "If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him" (James 1:5).

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CHAPTER I

BACKGROUND AND SETTING

According to Mason and Haines (1972, p. 283) youth organizations can provide students with opportunities to relate positively to others in a variety of situations, to participate in activities that develop leadership, and to participate in activities that increase occupational competency. "Youth organizations can be one of the most effective ways of maximizing learning opportunities" (Mason and Haines, 1972, p. 283). A well balanced program of youth activities supplementing the formal instruction can lead to a desirable educational program for the students (Mason and Haines, 1972, p. 296). Youth organizations can expose students to a variety of experiences similar to those they may encounter in their chosen occupations. One such youth organization is the Future Farmers of America (FFA).

The FFA can be of great value to a vocational agriculture program. The FFA can encourage leadership and personal development through developing and exercising leadership responsibilities (Bender, Taylor, Hansen, Newcomb, 1979; Bender, 1964; Hampson, 1976; Sonne, 1973). In the process of exercising initiative, accepting responsibility, and evaluating progress, members should develop leadership and personal development competencies.

Most vocational agriculture teachers have long accepted that the FFA is an integral part of vocational agriculture. However, more attention has been given to this concept lately, even though, in 1950, by act of the U. S. Congress, the FFA was declared an integral part of vocational agriculture. Thus, Public Law 740 created the FFA as an intracurricular activity. Furthermore, Handbook VI of the Office of Education, HEW: Standard Terminology for Instruction In Local and State School Systems (1967) included the following statement on the FFA's relationship to vocational agriculture:

> Where there are Future Farmers of America (FFA) Chapters and related leadership training and supervised occupational experience programs they are important instructional media and are highly significant integral activities which aid agricultural education in making contributions to the guidance and total general educational development of pupils. The Future Farmers of America and related leadership training permeate every aspect of the instructional program in agriculture. (p. 363)

The National Vocational Agricultural Teachers Association made the following recommendation in their 1981 Legislation Proposals on the concept of vocational student organizations:

Rationale: To assure quality, vocational programs are responsive to the needs of the individual for job entry skills and the compatible skills of communication, citizenship and leadership, decision making, positive attitude toward learning, and personal and occupational responsibility.

Recommendation:

The federal vocational education legislation support the activities conducted by vocational student organizations which are integral parts of vocational programs.

According to Bender, et al. (1979), as an educational organization, the FFA's aims and purposes relate closely to those of vocational agriculture. "The organization provides a valuable means of involving young men and women in the educational program" (Bender, et al., 1979, p. 12). Through its various activities, the FFA provides ways of carrying classroom instruction to the doing level.

One cannot segregate the FFA from vocational agriculture since FFA is an integral part of the instruction program. Vocational agriculture classroom instruction, occupational experience programs, and the FFA all contribute to the development of the student. However, it is logical to assume that the development of leadership and personal development abilities can be more directly attributed to participation in the FFA portion of the program. Participation in FFA activities is the main motive for vocational agriculture students to become FFA members (Welton, 1971). Rathbun (1974) found that students who were more active or participated more frequently in vocational educational student organizations were rated higher by the student's instructor at the time of graduation were rated higher by parents and employers six months after graduation, on leadership, citizenship, character, willingness to accept responsibility, confidence in self and work, and cooperative spirit and effort.

Hampson (1976) stated that leadership and personal development competencies must be identified and taught if youth are expected to obtain a job and advance in the world of work. After searching the literature to determine the leadership and personal development competencies needed in agricultural occupations, Hampson (1976) stated that "these studies forward evidence that teachers, employers, agricultural incumbents, and students believe leadership and personal development competencies are important aspects of preparation for an occupation. Therefore, the specific competencies needed in the occupations should be identified and taught" (p. 10).

Drake and Morgan (1973) found that the superintendents and principals in Alabama believed that FFA should encourage scholarship and serve as a guidance function for students. Administrators in Missouri agreed that FFA activities do have a very high educational value and a majority of the FFA activities served to stimulate FFA members to accomplish a high level of learning in vocational agriculture (Pitchford, 1975). A majority of Oregon school administrators felt that the FFA program contributes to the school and community and helped develop students' abilities in leadership, responsibility, group cooperation and agricultural skills (Alden, 1976).

If the agricultural education profession and those involved in the world of work are to prepare vocational agriculture students for specific occupations, they must develop the "total" individual. The student entering the world of work must be not only technically competent he/she must also possess leadership and personal development abilities.

Besides the technical skills that are taught in a vocational agriculture program, leadership and personal development skills are also taught. The learning of leadership and personal development skills is important for successful employment (Garbin, Campbell, Jackson, and Feldman, 1967). According to Hunt (1936), Taft and Mullins (1946), and Super and Crites (1962), employees lose their jobs most often because of a lack of employability skills, not the lack of technical knowledge and skills.

Vocational agriculture teachers, former students, and many others associated with the FFA organization have contended that the FFA develops leadership and personal development skills or, what some (Adams, 1979; Evans, 1978) would call employability skills. In order to determine if the students are developing leadership and personal development skills which all citizens and agricultural workers need, the agricultural education profession needs to take a closer and more systematic look at claims which it makes about the FFA's contribution.

Although researchers have studied administrators', teachers', and students' perceptions and opinions of the advantages and values of the FFA, these advantages and values have been accepted without empirical evidence that leadership and personal development abilities are learned through participation in the FFA.

Statement of the Problem

The primary purpose of this study was to describe the leadership and personal development abilities that were possessed by four groups of high school seniors, namely, those who participated in high quality (superior) FFA chapters, low quality (non-superior) FFA chapters, and by those high school seniors from schools with superior and non-superior FFA chapters who were never enrolled in vocational agriculture.

Objectives

The objectives of the study are reflected in the following research questions:

1. What leadership and personal development abilities do students possess after four years of vocational agriculture and FFA?
2. What are the differences in the level of leadership and personal development ability of students in superior FFA chapters, non-superior FFA chapters and students with no vocational agriculture and FFA?
3. What is the relationship between level of leadership and personal development ability and activeness in the FFA?
4. What is the relationship between the level of leadership and personal development ability and the following possible extraneous variables: socio-economic status, grade point average, intelligence test score and other school and community activities?
5. What is the relationship between the level of leadership and personal development ability of students and time devoted to instruction of leadership and personal development abilities?

Significance of the Problem

There has been much rhetoric as to the learning attributed to the FFA. Testimonials have come from civic leaders, legislators, administrators and others (Seering, 1978; Sonne, 1973; Morton, 1968; Alden, 1976; Gilliam, 1979). The value of the FFA is generally assumed to be beneficial to the personal growth and development of the members. However, the research at this time has not been successful in establishing, through empirical evidence, specifically what members learn by being in the FFA. Dougan (1972) addressed the problem when he commented, "We have said for a number of years that the FFA develops leadership-cooperation-citizenship, but it has been done on the basis of winning an award with no measurement on how well the student could perform" (p. 21). Stewart (1972) stated that "it is important that specific performances be identified in terms that communicate to students, teachers, administrators, and the public precisely what participation in FFA activities can do for a student" (p. 27). A real need existed for a comprehensive study of the FFA and vocational agriculture to see if the leadership and personal development skills, which the FFA boasted that it developed, were in actuality learned by the FFA members.

Warmbrod (1969) stated that "educational programs should be based on and derived from the needs, problems and aspirations of individuals in the local community" (p. 259). The FFA is a part of the educational program and hence should adhere to the needs, problems and aspirations of members of the community. These needs include teaching leadership and personal development abilities and determining if students possess these leadership and personal development abilities upon graduation. Bundy and Ebbers (1971) support the development of a feeling of responsibility and leadership in evaluating and redefining programs to meet the needs of individual members, the chapter, the local school and the community. Furthermore, Baker (1962) stated that the good activities of the FFA should be accented. Then activities that tend to be weak should be discontinued or redesigned to increase quality.

Following the advice of Baker (1962), Warmbrod (1969), and Bundy and Ebbers (1971), Hampson (1976) studied the leadership and personal development competencies that were needed in agricultural occupations as identified by agricultural leaders in Ohio. After reviewing several studies on the relationship between leadership and personal development competencies and vocational success, Hampson (1976) made the following comment:

> "From this discussion it can be seen that leadership and personal development competencies help high school youth to obtain their first job and have a tremendous effect on their ability to hold the job and become promoted . . . In reference to whether vocational education was spending adequate time teaching leadership and personal development subject matter, it should be clear that leadership and personal development competencies must be identified and taught if youth are expected to obtain a job and advance in the world of work." (p. 7)

If individual needs of students are to be fulfilled, problems solved, and means developed to help the students reach their goals, then the vocational agriculture curriculum must provide opportunities to develop leadership and personal development competencies. In other words, there is much more to education than the acquisition of certain technical work skills. The social aspects of development of the total individual must also be taught. According to Hampson (1976), the curriculum must relate to preparing the total individual for a responsible role in society.

As part of Hampson's (1976) study, an advisory committee on leadership and personal development was organized to determine which leadership and personal development competencies should be included in the curriculum. The committee consisted of vocational educators from the state department of education, university, joint vocational schools, and high schools. The committee reviewed the competency list suggested by agricultural leaders. Refer to Appendix A for competencies which the advisory committee decided to include in the curriculum.

The competencies that the advisory committee in Hampson's (1976) study recommended to include in the curriculum can be learned through several activities within the FFA. A few of the activities in which the leadership and personal development skills can be taught are: FFA leadership camps, chapter meetings, committee work, contests, chapter banquets and other social activities, public speaking, BOAC, and state and national activities. Yet, are these activities contributing to the development of leadership and personal development abilities.

Some say that the FFA is a method of teaching. If a method of teaching is defined as a vehicle or technique used to help accomplish pre-determined objectives in order that students learn, one would have to agree. Consider this: the methods of teaching used in teaching a unit on welding may be lecturing, questioning, demonstration and work experience while the vehicle or technique for presenting a unit on public speaking so that students will learn, could be reciting the FFA Creed, parliamentary procedure practice in a meeting, and giving a committee report. Here, the FFA was used as a method of teaching in order to accomplish the objective. However, is the FFA an effective method of teaching in causing students to learn leadership and personal development abilities?

Some say that the FFA is an effective laboratory for applying leadership and personal development skills and that the FFA is more than a club. It is actually a fundamental component of the total vocational agriculture program. The FFA serves as a unique kind of laboratory. Subject matter can be taught in the classroom, but the skills must be practiced in a laboratory situation. Classroom instruction is an important part of a unit on welding.

However, if the welding skill is not practiced in the shop, the student will never be a welder. The same holds true for many leadership and personal development skills. Parliamentary procedure is taught in the classroom. It is the FFA meeting that provides the student the opportunity to practice parliamentary procedure in a real-life situation; but, is the FFA an effective laboratory technique in causing students to learn leadership and personal development abilities?

By serving as a laboratory for applying technical skills, does the FFA help students develop leadership and personal development skills? There are various FFA activities that actually involve having students practice technical agriculture abilities. For example, judging contests in dairy and livestock give students an opportunity to demonstrate their mastery of technical knowledge and skill. Proficiency awards give students a chance to be recognized for their expertise in technical agriculture.

Does the FFA provide an incentive for the student to practice? If so, the vocational agriculture teacher must provide incentives and carefully select activities and avenues for using the FFA to aid in the accomplishment of predetermined educational goals.

Although testimonials, attitudes, and opinions are important and appreciated by those involved with the FFA, it is time that the agricultural education profession had a definite reading on what the FFA best contributes to learning of students. Are the leadership and personal abilities or predetermined educational goals being accomplished? In other words, what do students really learn by being in the FFA?

The data resulting from this investigation should assist the local, state and national FFA association as it seeks criteria upon which to improve, revise, or expand its present goals and objectives. The identification of the leadership and personal development abilities which were learned by FFA members should provide empirical data which has not been available regarding the effectiveness of the FFA in fostering the growth and development of its members. Consequently, the results of this study will be useful in identifying those areas of student development which were best served by the FFA. These results can then be used by the FFA advisors and others in determining which objectives are being accomplished. Those objectives which FFA members did not learn can receive added attention; strategies and methods for teaching the objectives can change; and new ways and means can be developed to facilitate accomplishment of the objectives. The end result of the study can lead to an improved FFA. For those areas in which FFA is accomplishing its objectives, the results can be used to substantiate the agricultural education profession's claim as to the value of the FFA so as to get continued support from administrators, legislators and sponsors.

Definition of Terms

1. Future Farmers of America (FFA): Refers to a national organization of students who are enrolled in vocational agriculture. It is an intracurricular activity of vocational agriculture.

2. Intracurricular: Activities supervised by the instructor of the formal curriculum and is a part of the curriculum.

3. Curriculum: Those learning experiences planned for a student.

4. Vocational Agriculture: Refers to a course taught in high schools designed to train present and prospective persons for careers in agriculture.

5. Non-FFA Members: Students who are not members of the FFA and for the purpose of this study the students were never enrolled in vocational agriculture.

6. Areas Within the FFA: The FFA offers many opportunities and activities for developing leadership and personal development abilities. The areas within this study refer to the following activities: parliamentary procedure, leading individuals and groups, conduct of meetings, duties of officers, selecting officers, managing financial resources, developing good work habits, individual adjustment, participating in committees and groups, social skills development, developing citizenship skills.

7. Leadership and Personal Development Abilities: Refers to the development of abilities in human relations (social aspects of employment) which are essential in agricultural occupations and the development of abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

8. High Quality FFA Chapter: An FFA chapter that receives either a state "gold", "silver", "bronze", or "superior" rating as determined by the "Annual FFA Report" and ratified by the joint state staff of teacher educators and state supervisors in Middle Tennessee.

9. Low Quality FFA Chapter: An FFA chapter that receives no higher than a rating of "standard" as determined by the "Annual FFA Report" and ratified by the joint state staff of teacher educators and state supervisors.

10. Ratified: Ratified in this context refers to the joint state staff approving or agreeing with the "Annual FFA Report". After working closely with the vocational agriculture program, there is no reason to disagree with the information within the "Annual FFA Report" or the rating that the FFA chapter receives.

11. Performance Objective: States the competency to be performed by the student and stated so that it can be measured when completed.

12. Leadership: Demonstration of the ability to preside, guide or conduct other students, activities, or events with responsibility for the final action or outcome.

13. Citizenship: Status of being a citizen; one who owes allegience to our country and its ideals and participates in both its rights and responsibilities.

14. Cooperation: Ability to join with others in conducting an activity or event, willingness to submit personal desires for the benefits of the group; fraternize, pulls together.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature was conducted in order to determine the information available to help answer the question, what is actually learned as a result of participating in the FFA and vocational agriculture? Research studies were reviewed to determine the extent to which there was evidence that participating FFA members learn leadership and personal development abilities. Studies were also reviewed in order to determine what leadership and personal development abilities research said should be learned.

As a result of the review of the literature, it was found that many writers attested to the positive attributes of the FFA. However, few studies were based on research which attempted to accept or reject a hypothesis or answer a research question with respect to the leadership and personal development abilities that are learned by participating in the FFA. Rathbun (1974) had the same concern when he stated that in recent years there has been a great deal written about the FFA but there has been little written which is based on research findings. Welton (1971) suggested a possible reason for the lack of research studies. According to Welton (1971) vocational agriculture student participation in FFA activities was not considered a serious issue before the passage of the Vocational Education Act of 1963 since all students who enrolled in vocational agriculture possessed a farming background with similar interests, needs and goals.

Stevens (1967) stated that nearly 200 studies have been conducted studying various aspects of the FFA. Ferguson (1970) located an additional 50 studies. However, the studies did not attempt to measure the leadership and personal development abilities possessed by FFA members. Ferguson (1970) also pointed out that educators and researchers have not been successful in establishing the degree to which the variety of purposes of the FFA are being met. In other words, the researchers have not sought to determine if the FFA members are achieving what many claim that they will achieve as a result of participating in the FFA.

Although the articles and research studies that were reviewed revealed but one study (Neavill, 1973) which actually measured the extent to which FFA members learned leadership and personal development abilities, many studies provided valuable information. The literature which was reviewed contained: testimonials on the positive attributes of the FFA, what can be learned by an FFA member, what many believe is learned by FFA members, and information that can be used to develop an instrument to measure the extent to which FFA members are learning leadership and personal development abilities. This chapter is organized around the following topics:

1. Testimonials on the Positive Attributes of the FFA.
2. Studies Which Suggest What Should Be Learned by Being an FFA Member.
3. Studies Which Report What Many Believe Is Learned by Being an FFA Member.
4. Assessment of Learning Outcomes by Participating in FFA Activities.
5. Selection of the Ten Areas of Leadership and Personal Development to Measure Student Learning.
6. Generally Accepted Knowledge and Beliefs, and Rationale for Inclusion of the Ten Areas of Leadership and Personal Development.

Testimonials on the Positive Attributes of the FFA

An example of the many writings on the positive attributes of the FFA (not based on research findings) is a quote from an article in the National Future Farmer by Minear (1969):

> One reason the FFA program is so outstanding is that it takes a direct and positive approach to the student and gets him involved in activities that benefit him . . . It provides youth with opportunities for personal development through experience which should benefit the FFA, the school, the community, and the student. The FFA provides a unique relationship-combination of education and life. It allows the student to get away from the sterile academic program. It helps the student to identify with the world

> of work, and contributes to more effective teaching in the various occupational areas in agriculture. Students find in the FFA ways and means of learning which the teacher cannot very well, in any other way, make a part of the learning experience . . . and to be recognized for the development of proper attitudes and leadership abilities needed in today's competitive society. (p. 11-12)

In addition to the example of the positive factors of the FFA given by Minear (1969), other writers have made similar comments without being specific as to the learnings that take place in the FFA. Lamberth (1964) researched the principals' evaluation of Tennessee vocational agriculture programs. The principals felt that one of the strongest areas of the vocational agriculture program was the FFA activities. Alden (1976) revealed that a majority of the administrators felt that the FFA was meeting its goals of leadership, citizenship and cooperation and involved beneficial competition. The administrators felt that the FFA required a large time involvement but it was time well spent. Also, Morton (1968) found that administrators generally approved methods being used in FFA activities. Bramford (1969, p. 217) suggested that "leadership and character development is FFA's most worthy goal as we look to the future." Roys (1966) investigated the contribution of vocational agriculture and FFA to leadership development. He found that the FFA was an essential component in the vocational program for developing leadership.

As one can see from the preceding discussion, administrators and others generally agree that the FFA is offering many valuable activities. However, the above studies failed to address two important questions. These questions are, "what should be learned from these activities" and "do FFA members learn from these activities?" Portions of the literature review which follow will address these two questions.

Literature Which Suggests What Should Be Learned By Being An FFA Member

In order to measure what FFA members learn from the FFA, one must first know what to measure. Performance objectives are a tool that many individuals use to measure student learning.

According to Dougan (1972), employers constantly tell us that desirable personal characteristics are very important to the success of an individual today. Leadership, cooperation, citizenship, and other personal development skills can be developed by identifying performances that can be attained and measured. The first step in the process of identifying performance objectives is an occupational analysis to determine the tasks performed, the importance of each task, and the situation faced by the worker (Huffman, 1972). Ridenour (1972) substantiated this method of developing performance objective when he made the following comment:

> In recent years vocational educators have begun to carry their job analysis work a step further by transforming the information into behavioral objectives which specify what the student should be able to do, how well he should be able to perform, and the conditions under which the learning would take place. (p. 44)

Although only two studies (O'Neil, 1976; Sternberg, 1952) were located in which performance objectives on leadership and personal development abilities were developed as a result of an occupational analysis, sources were located which provided lists of performance objectives or information from which performance objectives could be developed. One such source was the publication, The New FFA: Student Performance Objectives. This publication was written for vocational agriculture teachers to provide a systematic approach to personal development through relevant FFA activities. Performance objectives were presented in the areas of: leadership, communications, citizenship, service to others, social skills, individual adjustment, and management of financial resources. For each of these performance objectives, suggestions were made as to tasks to be performed, competencies to be achieved, and student activities. In establishing the performance objectives for personal development, the following assumptions were made:

1. The FFA is an integral part of the total instructional program in agricultural education.

2. The role of the FFA in the instructional program is:

    a. To Develop Personal Growth
    b. To Motivate Students
    c. To Recognize Achievements
    d. To Publicize Outstanding Performances
    e. To Explore Career Opportunities

3. The performance characteristics relate to the developmental phase of the FFA function

4. The FFA should be the vehicle to aid in developing the characteristics identified.

5. The committee recommends that the tasks identified should be considered as necessary to be a contributing member of society. (p. 1)

Another source of performance objectives reviewed in this study which addressed the question, "what can be learned by participating in the FFA actitivies" was a master's thesis by Hampson (1976). Hampson identified performance objectives by searching existing publications and research. The objectives were field tested, and a sample of agricultural leaders were selected to participate in the study in order to determine which abilities were the most essential for job performance. The ratings by the agricultural leaders were reviewed by an advisory committee in order to determine which competencies to include in the vocational agriculture curriculum. Of the 152 objectives (competencies) reviewed, 130 were recommended to be included in the vocational agriculture curriculum. (For a comprehensive listing of the competencies, ratings by the agricultural leaders and the competencies selected by the advisory committee to include in the curriculum, refer to Appendix A).

A list of approximately 200 objectives were identified by this writer after an in-depth reading of The FFA and You by Bender, Taylor, Hansen and Newcomb (1978). The 200 objectives that were written were taken from the readings as the authors discussed the qualities that make a good FFA chapter.

Four publications (Newcomb, Harp and Vaughn, 1975; Moody and Miller, 1974; Modules in Agricultural Education for Leadership Development, 1975; Richardson, 1976) went a step further and incorporated performance objectives into instructional materials. According to Hampson (1976):

> Performance objectives incorporated into the curriculum state the competency to be performed by the student and the criteria of acceptable performance. It should be recognized that if vocational educators and those involved in the world of work are to prepare youth for specific occupations they must develop the "total" individual. The student entering the world of work must also possess leadership and personal development competencies. (p. 2)

Newcomb, Harp and Vaughn (1975) developed the Leadership and Personal Development Series for the Agricultural Education Curriculum Materials Service in Ohio. The leadership and personal development units were written in the form of teaching units. Objectives were written for each unit, and procedures were suggested for each unit.

Moody and Miller (1974) developed a similar publication which addressed which objectives should be taught in order to develop leadership and personal development skills.

This publication included, among other things, such items as: things to know to become an effective member, how to become a good officer, characteristics of a leader, presenting and receiving awards, and self-improvement activities such as grooming, conversation tips and table tips.

Modules in Agricultural Education for Leadership Development (1975) consisted of seven curriculum modules for leadership training of agricultural education students. The module titles were Developing Leadership in the Individual, Group Leadership Techniques, Organizing an FFA Chapter, FFA Activities and Awards, Parliamentary Procedure, and the FFA Organization.

Richardson (1976) developed instructional materials for use by Indiana vocational teachers in teaching leadership and character development to youth in Indiana. Thirteen important areas of leader and group member skills were identified. They are as follows: introduction to leadership, planning and initiating programs, parliamentary procedure, developing group goals, levels of leadership in a group, skills of a group leader, skills of a group member, developing group cohesiveness, effective committees, communication skills, internal operations of a group, and outcomes of leadership. Students who studied the leadership materials mastered significantly more factual information than students in the control group who did not study the leadership materials.

Although Richardson (1976) did not measure what leadership and personal development abilities were developed by participating in FFA activities, he did show that the level of competency in leadership increased as time devoted to classroom units of instruction on leadership increased.

The first step in the literature reviewed in this chapter was to establish the importance of identifying performance objectives. Studies which used performance objectives to develop instructional materials were then discussed. The literature in the following section reports what leadership and personal development abilities FFA members and others believe were learned by participating in FFA activities.

Studies Which Report What Many Believe Is Learned By Being An FFA Member

According to Newcomb, because someone believes that he/she has learned does not mean that they have learned. Newcomb made the analogy that when a patient visits a doctor, the doctor does not ask the patient what he/she believes his/her blood pressure is, the doctor actually measures the blood pressure with a reliable instrument.

Although the following studies don't "measure the blood pressure," they do bring the profession a step closer to actually measuring what students learn by being FFA members. Rathbun (1974) collected data from vocational students, high school vocational education instructors, employer or college advisors, and parents in order to determine the relationship between participation in vocational student organizations and the student's employment success. Employment success in Rathbun's (1974) study was measured by the amount of elapsed time between high school graduation and acceptance of full time employment, beginning rate of pay and total earnings received during the first six months of post-high school employment. Rathbun (1974) found the following:

> Students who are more active in the vocational education student organization receive full time employment earlier, start work at a higher pay level and earn more money during the first six months of post-high school employment than students who are less active. (p. 67, 68)

Furthermore, Rathbun (1974) found that the level of student activity in vocational education student organizations was significantly related to the development of leadership, citizenship, character, willingness to accept responsibliity, confidence in self and work and cooperative spirit and effort as perceived by the student's instructor, employer or college advisor, and his parents.

Braker (1973) surveyed the image of the FFA as perceived by active members and advisors. Braker (1973) listed nine competencies for members to rank in order of importance. Listed below in order as ranked by members are the following competencies:

1. The development of leadership, citizenship, and cooperation.

2. The development and strengthening of confidence.
3. The development of self-discipline.
4. The development of character.
5. The maturing of the individual.
6. The development of the ability to set life goals.
7. The development of establishing goals.
8. The improvement of agriculture and agriculture-related occupations.
9. The improvement of scholarship. (p. 131, 132)

When FFA advisors and active FFA members were asked if "the training that FFA members receive in leadership, cooperation, and citizenship prepares the individual to take his place in society" (p. 41), Braker (1973) found that 86.3 percent of the advisors rated this statement in the agree or strongly agree category, while 92 percent of the members' responses were in these categories. The alternative responses were: strongly agree, agree, undecided, disagree and strongly disagree.

Rathbun (1974) measured the relationship between participation in vocational student organizations and employment success, and the relationship between participation in vocational student organizations and the development of leadership, citizenship, character, willingness to accept responsibility, confidence in self and work, and cooperative spirit and effort ; the amount of actual learning that took place was not measured. In other words, employment success was measured on the basis of monetary value. The development of leadership, citizenship, character, willingness to accept responsibility, confidence in self and work, and cooperative spirit and effort was measured by the perceptions (opinions) of the student's instructor, employer or college advisor, and their parents.

The question still remains, did the students in the studies by Rathbun (1974) and Braker (1973) actually learn leadership and personal development abilities by participating in the FFA and vocational agriculture or did the students, student's instructor, employer or college advisor and parents merely perceive that the students learned leadership and personal development skills? The next section reviews a study which suggests that FFA members do learn by participation in FFA activities.

Assessment of Learning Outcomes by Participating in FFA Activities

Neavill (1973) measured the degree of mastery of leadership abilities of tenth grade students who had completed two years of vocational agriculture in Ohio. Although the major focus of Neavill's study was not what leadership and personal development skills students learned by being in vocational agriculture and the FFA, it was indirectly a portion of his study. Neavill (1973) assessed the competencies of tenth grade vocational agriculture students in Ohio who had completed two years of instruction in vocational agriculture. One of the purposes of the study was to describe the degree of mastery of leadership achieved by tenth grade students as measured by a criterion-referenced instrument. Although only ten percent of the students correctly answered 76 percent or more of the leadership items, Neavill (1973) found that, generally, as students participation on FFA committees and in FFA contests and awards activities increased, their degree of mastery on leadership items increased.

Although Neavill's (1973) study did not measure twelfth grade vocational agriculture students/FFA members and did not compare learnings of vocational agriculture students/ FFA members with non-vocational agriculture students, Neavill's study did use a criterion-referenced instrument to measure students' learnings. The purpose of the current investigation was to measure the leadership and personal development abilities of vocational agriculture students/ FFA members and non-vocational agriculture students and to describe the leadership and personal development abilities which the students possessed. Neavill's (1973) study comes close to doing this.

As can be seen by the preceding discussion, various studies have revealed that administrators, teachers, students and others believe, imagine, perceive, or feel that FFA members learn by being in FFA. Except for Neavill's (1973) research, no study was located that actually measured students' learning of leadership and personal development abilities with the use of a criterion-referenced test.

This investigator attempted to measure the extent to which students learned by participating in vocational agriculture and FFA activities by using a criterion-referenced test. In order to do this, one has to know what to measure. The following section of this chapter will identify ten areas within the FFA in which student learning can and should be measured.

Selection of the Ten Areas of Leadership and Personal Development to Measure Student Learning

Ten areas of leadership and personal development were selected in order to measure student learning. The reason for selecting ten areas was that after reviewing the sources below, ten areas appeared to encompass the activities of vocational agriculture and the FFA that could lead to the development of leadership and personal development abilities that could be measured. Objectives were identified for each area selected. The purpose of identifying objectives for each area was to provide a basis for writing criterion-referenced questions in order to measure the extent to which students possessed leadership and personal development abilities after participating in the FFA and vocational agriculture.

After reading The FFA and You, Essential Leadership and Personal Development Competencies Needed In Agricultural Occupations as Identified by Agricultural Leaders in Ohio, The New FFA: Student Performance Objectives, Leadership for Agricultural Industry, FFA Advisor's Handbook, FFA Student Handbook, A Guide for Use in Planning Your FFA Program of Activities, talking to various vocational agriculture teachers and teacher educators, and reflecting on 19 years of experience with the FFA, ten different areas of leadership and personal development within the FFA were selected and objectives which could be measured were written for each area. The ten areas were as follows:

1. Parliamentary Procedure
2. Leading Individuals and Groups
3. Conduct of Meetings
4. Duties of Officers and Selection of Officers
5. Managing Financial Resources
6. Developing Good Work Habits
7. Individual Adjustment
8. Participating in Committees
9. Developing Social Skills
10. Developing Citizenship Skills

The decision as to which ten areas to include was not an easy task. There are some areas within a vocational agriculture program with a good FFA chapter that can be claimed as strictly vocational agriculture activities. However, the area could also be an FFA activity. For example, Managing Financial Resources, and Developing Good Work Habits are an extension of learning experiences that were started in the classroom instruction of a vocational agriculture program. However, most of the FFA degrees and awards are based on supervised occupational experience programs which develop good work habits and requires accurate management of financial resources. Skills which lead to Individual Adjustment are developed in the vocational agriculture classroom or shop. However, most contests are sponsored by the FFA and FFA membership is required in order to compete in the contest. As one can see, since the FFA is an integral part of the vocational agriculture program, distinguishing how much of the learning is attributed to the FFA is difficult in certain areas.

The major sources of objectives for each of the ten areas were in order: The FFA and You, Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations as Identified by Agricultural Leaders in Ohio, and The New FFA: Student Performance Objectives. Needless to say, there could have been more objectives for each area than those listed in Appendix B. However, the objectives identified for each area were limited by the following three criteria:

(1) This writer's opinion as to whether the FFA or vocational agriculture could claim substantial credit for the development of the ability. (Example: maintain good posture.) Although this competency was used in the survey by Hampson (1976), this investigator does not believe that the FFA or vocational agriculture

are based on supervised occupational experience programs which develop good work habits and requires accurate management of financial resources. Skills which lead to Individual Adjustment are developed in the vocational agriculture classroom or shop. However, most contests are sponsored by the FFA and FFA membership is required in order to compete in the contest. As one can see, since the FFA is an integral part of the vocational agriculture program, distinguishing how much of the learning is attributed to the FFA is difficult in certain areas.

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(1) This writer's opinion as to whether the FFA or vocational agriculture could claim substantial credit for the development of the ability. (Example: maintain good posture.) Although this competency was used in the survey by Hampson (1976), this investigator does not believe that the FFA or vocational agriculture

can claim credit for the teaching of maintaining good posture.

(2) As a result of participating in FFA activities, would the FFA member be any more capable of exhibiting or demonstrating the ability than a non-FFA member? (Example: determine the cost of owning a car.) Again, Hampson (1976) uses this competency in his survey. However, there is nothing unique about this competency that would make an FFA member any more capable of possessing the competency than a non-FFA member. It is true that an FFA member could develop this competency as a result of participating in the FFA. However, it seems to this investigator that the development of this competency is more likely to occur in a situation that is not related to an FFA activity.

(3) Can the ability be measured? (Example: converse in an acceptable manner.) As mentioned earlier, this writer wanted to actually measure leadership and personal development abilities. It was impossible to measure very many students to see if they converse in an acceptable manner. Furthermore, social class and/or peer group pressure may dictate what is coversing in an acceptable manner due to non-verbal communication social customs.

> For example, males from Russia hug and kiss each other on the cheek when they greet each other. This type of conversing would be misinterpreted and not acceptable by most American people.

Even though selected leadership and personal development abilities can be measured, another concern was the influence of the extraneous variables. Some of the possible extraneous variables such as: type of program, number of teachers in the department and size of school were controlled by the holding of the variables constant. However, the possible extraneous variables about which additional information was needed in order to determine their influence upon the level of competency of the leadership and personal development abilities which FFA and non-FFA members possessed were: student's grade point average, intelligence test score, extent of participation in FFA activities, extent of participation in other school and non-school activities, and information on the socio-economic status of the student. All of these variables are discussed later in this chapter.

To further explain or justify why the ten areas were selected for this study, a discussion follows which provides a section on generally accepted knowledge and beliefs, and a rationale for including each area of leadership and personal development and how the area is connected with vocational agriculture and the FFA. Other activities which were considered to be a part of each area are mentioned when applicable. A brief discussion of the major objectives within each of the ten areas will be included. (Refer to Appendix B for a complete lisiting of the objectives within each of the ten areas of leadership and personal development within the FFA.)

Generally Accepted Knowledge and Beliefs, and Rationale For Inclusion of the Ten Areas of Leadership and Personal Development

Some of the introductory comments that begin the discussion of each of the ten areas of leadership and personal development within the FFA were taken from the FFA Advisor's Handbook, A Guide for Use in Planning Your FFA Program of Activities, Leadership for Agricultural Industry and The FFA and You. The phrases or comments were taken to be common knowledge or beliefs that have been with the FFA for years. One of the purposes of this study is to substantiate the claims vocational agriculture and the FFA has made as to the development of leadership and personal development abilities. These claims have been made without empirical evidence. The statements within the caption, generally accepted knowledge and beliefs, of each area which follows and the objectives which were identified for each area (refer to Appendix B) provide a base from which the individual test items were developed. The ten areas along with the generally accepted knowledge and beliefs, and rationale for each follow.

Parliamentary Procedure

Generally Accepted Knowledge and Beliefs:

The effective use of parliamentary procedure is an ability needed by members and leaders who want to take part in and guide group meetings. The rules of parliamentary procedure make meetings more democratic. Learning parliamentary procedure has practical applications. Practice in parliamentary procedure helps one learn to stay on the subject, respect the right of others, and move to a decision among other things. Parliamentary procedure also aids in developing communication skills and helps develop public speaking ability.

Rationale for Including This Area as Part of This Investigation:[1]

Students who have mastered parliamentary procedure should be able to correctly use parliamentary procedure as a chairperson in a business meeting and use correct parliamentary procedure as a member of the audience in a business meeting. Tennessee's Speaker of the House, Ned McWherter, said while speaking at the State FFA Convention in 1976 that the parliamentary procedure that he uses to conduct business in the House of Representatives was learned while in the FFA. The governor of North Carolina, Jim Hunt, made similar comments while speaking at the National FFA Convention in 1975.

Public speaking is practiced simultaneously with parliamentary procedure. Kanter (1965) studied the FFA activities which should be included at the local, intermediate, state and national levels. After surveying leaders in vocational agriculture and selected secondary school administrators throughout the nation, Kanter (1965) found that public speaking was rated the highest of any of the FFA activities.

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[1] The rationale also includes a review of the literature which provides information that supports the inclusion of the area for this study.

Leading Individuals and Groups

Generally Accepted Knowledge and Beliefs:

The FFA organization provides many opportunities for members to practice and improve their skills in democratic leadership. One function of a leader in American society is to help groups work in a democratic way to ensure that individuals participate in making decisions. Participation and learning by doing are the keys to FFA leadership programs. Certainly, FFA members are not born leaders. It takes study, practice, mistakes and successes to develop chapter, state or national officers. The FFA gives its members an opportunity to become leaders at an early age by providing a test ground where they can practice and become experienced leaders.

Rationale:

"I believe in leadership from ourselves and respect for others." These words taken from the FFA Creed written by E. M. Tiffany challenge FFA members to develop their leadership talents. According to the FFA's Student Handbook, "the FFA is a proving ground for trial runs we all need on our way to becoming leaders," (p. 67). The Tennessee FFA Camp Clements, Leadership Instructional Materials stated the following:

> Most Future Farmers want to become leaders. Along with other reasons, they want to become leaders in order that they

> may obtain certain things which require group action. They want to have a hand in doing things to improve agriculture and rural life so that agriculture can become a better way of making a living so life on the farm can be more satisfying. (p. 8)

The challenge for chapter advisors and officers is to see that members learn to be good leaders. In doing so, they assure the continued strength of the FFA chapter and more importantly, they prepare men and women for community leadership positions in future years. According to Bender et al., (1978), "in keeping with the part of our FFA motto (Learning To Do, Doing To Learn) we believe that the best way to develop democratic leadership is to practice democracy by participating in FFA leadership activities" (p. 145). Most of the FFA activities are geared directly or indirectly to adding to FFA members leadership abilities.

"In democratically oriented leadership the leaders share responsibilities and decisions with the members and encourage each individual in the chapter to develop his or her leadership potential" (Bender et al. 1978, p. 145). The FFA applies democratic principles in attaining one of its prime objectives, the development of competent, aggressive, agricultural leaders. "The FFA is a rich seed bed for 'growing' democratic leaders" (Bender, et al., 1978, p. 138).

According to Stewart (1978), "leadership involves directing the actions, thoughts, and opinions of others. It also means to instruct or teach" (p. 6). American democracy was founded on the concept of shared leadership and wide participation by many members of a group in making and carrying out group decisions. If there are procedures to be followed, it is the democratic leader's duty to see that they are followed. FFA members should learn how to lead individuals and groups if they participate in the [illegible]A activities which are available to them.

Conduct of Meetings

Generally Accepted Knowledge and Beliefs:

Conducting and participating in meetings offer many opportunities for developing leadership skills. These skills will be valuable when members graduate and participate in professional, business and civic organizations. Members can practice public speaking, communication with groups and various other leadership and personal development skills.

Rationale:

"Interesting meetings build member interest and participation" (FFA Student Handbook, 1977, p. 51). Arranging for special programs and encouraging involvement of all committees are valuable learning experiences. Since the beginning of time, man has assembled to plan, negotiate and delegate responsibility. Regular meetings of the FFA chapters are necessary so that activities may be accomplished and members can gain experience in group planning and function.

Conducting meetings also provides members an opportunity to learn how to lead individuals and groups. According to Bender, et al. (1978) meetings provide opportunities for

Good public relations and the development of cooperation. Members can also potentially learn how to plan meetings, write minutes of a meeting, establish rapport, lead discussions and follow democratic procedures among other abilities.

Duties of Officers and Selection of Officers

Generally Accepted Knowledge and Beliefs:

All members of an organization are responsible for electing capable officers. Among other things, FFA members learn what is expected from the officers, what the necessary qualifications are and how to properly nominate and elect persons to office. By learning the duties of officers and how to properly select them, FFA members can better contribute as members of church groups, clubs, civic and private organizations, and as an advisor to youth clubs and activities.

Rationale:

By being an officer, a member can develop better communication skills and further develop his/her public speaking ability. Members can learn: (1) what is expected of good officers, (2) how to install officers, and (3) what the functions of a nominating committee are. Sonne (1973) suggested that by understanding each officer's duties and responsibilities that are mentioned in the FFA Opening Ceremony, the following values of the FFA could be addressed: leadership, willingness to change, cooperation, self-confidence, knowledge, attitude, record keeping, public relations, neatness, honesty, budgeting, alertness, patriotism and respect.

Managing Financial Resources

Generally Accepted Knowledge and Beliefs:

The understandings and abilities that are developed in FFA financing will help members perform their responsibilities as members of other groups and organizations. Earning money and managing its distribution can serve as a meaningful educational experience. This is particularly true with members that keep official record books as a result of their supervised occupational experience programs. Well planned and executed fund-raising activities give members a chance to use their membership and leadership abilities and to learn how an organization manages money.

Rationale:

Earnings, savings, and investments, a part of the FFA program of activities, is also considered by this writer to be a part of managing financial resources. Members can potentially learn how to prepare a budget of receipts and expenditures, handle a club's finances and select the most appropriate money-raising activities. Well planned and executed fund-raising activities provide revenue to extend and strengthen FFA as a part of the instructional program in agriculture.

Developing Good Work Habits

Generally Accepted Knowledge and Beliefs:

Supervised occupational experience programs will help members become more responsible people because of developing good work habits necessary for advancement in the world of work. Supervised occupational experience in vocational agriculture is the foundation for advancement in the FFA and for help in choosing the FFA members agricultural career. Members can explore and practice agricultural skills which will prepare them for the future.

"Learning to do" and "doing to learn" from the FFA motto applies to supervised occupational experience programs which can develop good work habits. The FFA degree program is based on the member's supervised occupational experience program and leadership development. These degrees of membership are contingent on definite accomplishment in connection with the vocational agriculture program of the school. Specific levels of achievement with respect to agricultural work experience could not be attained unless good work habits were developed.

Rationale:

Supervised occupational experience programs which develop good work habits have the potential to: (1) strengthen the confidence of students of vocational agriculture in themselves and their work, (2) develop responsibility, pride and dependability, (3) gain experience to aid in the establishment in an occupation, (4) develop quality farming programs through incentive awards, and (5) develop the members' ability to express themselves by competing in contests and working toward achieving degrees and awards. A student can develop socially through travel experienced in the FFA. Supervised occupational experience programs can potentially lead to other experiences which help develop good work habits. Many of these experiences are gained by indirect routes. For example, supervised occupational experience programs can lead a student to exhibit in fairs. Homann's (1942) study of the educational value of agricultural fairs revealed that exhibiting at fairs, (1) leads to better livestock and crops on the home farms, (2) helps students to evaluate their own projects, (3) leads to better projects, and (4) develops ability to judge livestock and crops.

Individual Adjustment

Generally Accepted Knowledge and Beliefs:

Individual Adjustment used in this context refers to those personal development abilities that are a part of the maturation process which are facilitated through FFA contests. These personal development skills include but are not limited to the following: following established procedures and regulations, developing competitive goals, developing the ability to perform under pressure, and learning to accept success and failure. FFA contests provide practical experience for what is learned in vocational agriculture courses, as well as opportunities and challenges for personal growth and leadership development. All FFA contests are to be a natural outgrowth of the instructional program in vocational agriculture.

Rationale:

Student motivation is a major purpose of FFA contests along with individual adjustment. FFA contests are motivational and cause students to learn. Hilgard (1956) suggests that while a motivated learner, operating under the control of rewards is not superior to a learner possessing basic, intrinsic motivation, the desire to gain rewards and recognition does produce a more interested student, thereby a student who learns more readily than an unmotivated learner.

The value of FFA contests as an educational tool are supported by Braker (1973) and Hemp (1961). Braker (1973) found that members and advisors agreed that contests and awards should be a part of the curriculum and used as a motivational tool to teach selected areas and that "contests are a place to put into practice what has been learned in the classroom" (p. 128). Hemp (1961) reported that although teachers rated many of the contests and awards high in educational value, a majority of teachers were of the opinion that some contests should be revised or eliminated. However, seniors who had won an award in a particular activity rated that activity higher in educational value than did students who had not won an award.

Participating in Committees

Generally Accepted Knowledge and Beliefs:

No matter what a student's plans may be, students need practice in committee work. Learning to work with others in accomplishing tasks is an important part of an individual's education. Committee participation provides a means of getting every member involved in some area of interest for maximum chapter effectiveness and member growth. Participating in committees and groups requires cooperation. Cooperation is the ability to work with others. Committee and cooperation type activities should be designed to provide the best possible experience for the members, whether they plan to become farmers or to enter non-farm agricultural business or industry or to go into advanced training in a vocational-technical institution or university program.

Rationale:

Much planning and detailed work is performed by committees. If a FFA program of activities is functioning as it should, all members of a chapter should be on a committee. According to Stewart (1978), responsible group members seek to work on committees. Member input on committees is important so that decisions can be made at meetings of the membership. Bender, et al., (1978), states that the purposes of committees are: (1) committees help accomplish more, (2) committees provide a democratic way of working, (3) provides training in leadership and participation, and (4) provides for a thorough study of a problem by a group (p. 445-447).

As FFA members work on committees, not only will they learn ways of planning and working out programs but also members will learn to work together for the good of the chapter, community, and develop personal development abilities themselves. FFA members will be developing the ability to cooperate with others and practicing good citizenship. Committees provide the opportunity for members to work democratically (Bender, et al., 1978, p. 468).

Participating in committees and groups enhances cooperation. According to Stewart (1978), cooperation is a key to success in a school, a business, or an FFA chapter. Cooperation in planning activities is the main ingredient in keeping members involved and interested in FFA activities (Stewart, 1978, p. 113). Pitchford (1975) found that the greatest asset of the FFA was that FFA activities are quite beneficial in developing leadership, citizenship, and cooperation traits. Manley (1967) stated that a value of the FFA was to develop the effective ability of its members to practice responsibility, cooperation, and service.

Developing Social Skills

Generally Accepted Knowledge and Beliefs:

Members must develop first as a confident, responsible person before they can become a confident, responsible leader. Social as well as recreational activities are necessary in the development of well-integrated and healthy persons. Although it is not particularly the responsibility of the FFA to teach social skill development, the FFA can supplement and perhaps make more meaningful some of the learnings that have been gleaned elsewhere and assist members in preparation for adult life. There is social value in almost every activity in which the FFA engages that provides members with opportunities to practice real-life situations for personal growth.

Rationale:

Beckendorff (1978) stated that the following personal development abilities can be developed through a local officers training school:

1. being introduced to others properly
2. introducing others properly
3. learn how to impress others and dress appropriately
4. practice good language and proper speaking
5. practice good manners and etiquette including: dating, escorting, entering and ordering at a restaurant, formal table setting and how to use it, proper tipping, being a guest of a hotel or motel, and the proper wording of a letter for various occasions (p. 179).

Seering (1978) felt that the following activities were useful in developing social skills: exhibiting at various livestock shows, participating in local, state and national leadership workshops, helping with fund-raising activities, and participating in the annual parent-member awards banquet. Most of the activities which are mentioned by Beckendorff (1978) and Seering (1978) are written as objectives in Appendix B. Criterion-referenced questions were written in order to measure the objectives in order to determine if the FFA members and non-FFA members had developed the leadership and personal development abilities.

Furthermore, recreational activities of the FFA help develop social skills. According to Peppe (1954), a good FFA must include activities that have both educational and recreational values. Roquemore (1951) studied the recreational activities and their effect on the agriculture program in Area V of Texas. According to the data which was obtained through questionnaires sent to 63 vocational agriculture teachers in Area V of Texas, Roquemore (1951) found that recreational activities develop dependability and reliability in individuals who had not been given responsibility.

Torrence (1972) reported that he used the FFA as a leadership laboratory for teaching things vital to the growth and development of a young man or woman. These things included social graces, talking before groups and taking part in meetings. A part of social skill development is human relations skills. Yokum (1971) investigated the role of human relations skills in vocational agriculture and found that West Virginia vocational agriculture teachers rated human relations skills as being most important to success in an occupation. Graduating seniors also concluded that more emphasis on human relations skills is needed in vocational agriculture and/or FFA. In summarizing their review and synthesis of occupational analysis and competency studies, Carpenter and Rogers (1970) stated that "broad base studies have pointed up the value of a general knowledge of occupational and human relation skills to occupational success. Both types of knowledge seem too important to ignore" (p. 23).

Developing Citizenship Skills

Generally Accepted Knowledge and Beliefs:

Community service activities help members learn to develop and practice good citizenship and leadership abilities needed now and in the future. The focus is on making the community a better place to live and work. Personal development can be analyzed in terms of desirable personal characteristics, accepted social behavior, and good citizenship. Citizenship development helps members become informed of civic responsibilities such as voting, paying taxes, and abiding by the laws of society. FFA activities strongly emphasize learning and personal development for responsible citizens. The BOAC award program is an example of how the FFA emphasizes developing citizenship skills. The BOAC awards program is designed to develop interested, experienced, and knowledgeable community leaders and citizens. The BOAC program seeks to develop a sense of pride in the community and initiative in making it a better place to work and live.

Rationale:

Good citizenship and the importance of our democratic way of life are stressed in every part of the FFA program. FFA members have the opportunity to set a proper example for others and to gain important leadership skills (Bender et al., 1978, p. 7). According to Stewart (1978), citizenship training is another important competency that the FFA provides to its members. Through these programs, members begin to learn more about the community where they may work or raise a family. FFA members begin to know people who will be useful in carrying out the member's citizenship responsibilities, in their occupation, and in their work with community civic organizations (Stewart, 1978, p. 134).

When FFA members accept and perform responsibilities, they are practicing good citizenship. When FFA members organize a service project at school, they exercise leadership and good citizenship. At the simplest level, good citizenship means obeying the law and keeping out of trouble. At its highest levels, it means assuming the responsibilities of leadership (Stewart, 1978, p. 7). Members that participate in FFA activities can develop the following citizenship or personal development skills: (1) respect national symbols or customs, (2) develop into democratic citizens by attending meetings and conventions, (3) respect the rights and views of others, (4) vote on issues and in elections, and (5) develop an attitude and understanding that "if we belong we pay dues."

According to the Guide For Use In Planning Your FFA Program of Activities (1977), "through participation in community service activities today, FFA members acquire the knowledge and develop the leadership abilities they need for tomorrow. At the same time they perform valuable services to assure a brighter future for their families and friends" (p. 72). Stewart (1978) stated that working actively with the FFA helps members prepare for effective participation in community organizations and for work.

These organizations may offer members the chance to develop their leadership abilities before they get a chance to work. In addition to the personal satisfaction a member can gain from community service, the effort could show an employer that the member is a responsible person who is willing to take on challenging assignments (Stewart, 1978, p. 146).

"To practice brotherhood and honor rural opportunities and responsibilities' is part of the response made in the opening ceremony when the president asks, "FFA members, why are we here?" To practice brotherhood implies, in part, a responsibility to serve the community and develop citizenship skills (Bender, et al., 1978, p. 197).

As can be seen, the preceding ten areas provide much information as to what can be learned in the FFA. The rationale which has been advanced supports Bender's (1964) statement that youth organizations promote learning, vitalize learning and add greatly to the interest and enthusiasm of the students involved. However, the purpose of identifying the ten areas of leadership and personal development was to provide a base from which to write objectives so that criterion-referenced questions could be written. The purpose of the questions was to determine the extent to which leadership and personal development abilities were possessed by FFA members and vocational agriculture students in high quality programs (superior FFA chapters) as compared to students in low quality programs (non-superior FFA chapters) and students who were never enrolled in vocational agriculture. The following section will explain the development of the instrument.

Logic for Measuring Extraneous Variables

The instrument for this study had three parts. The first part contained questions which were needed in order to collect information on potential extraneous variables. The information needed included the student's grade point average, intelligence test score, school and non-school activities in which the student had participated and information on the socio-economic status of the student. The second part of the instrument was only completed by the vocational agriculture students. The information needed in the second part was FFA activities in which the student had participated. The third part of the instrument consisted of criterion-referenced questions which were needed to measure the leadership and personal development abilities of the students.

It appeared to this investigator that socio-economic status could have been an extraneous variable in this study. The following discussion will address why socio-economic status was a concern of this writer. The explanation of how socio-economic status was measured will include the father's occupation, father's education, and family possessions. Everson (1966) explored the differences in certain personal, family, and social characteristics and the degree to which these characteristics affected youth participation in voluntary organizations. The findings regarding differences in characteristics revealed rural youth from lower socio-economic families were different than rural youth from higher socio-economic families. According to Everson (1966) lower socio-economic status youth: (1) participated in fewer voluntary organizations, (2) had parents with fewer previous memberships in youth organization, (3) had parents holding fewer leadership positions in youth organizations, (4) had parents who participated less in community adult organizations, (5) had parents who were less interested in having their children join youth organizations, and (6) participated less in school clubs and activities. One of the major implications of Everson's (1966) study revealed the challenge facing youth leaders in working with lower socio-economic status rural youth to be that of changing unfavorable attitudes many parents had toward their children belonging to voluntary organizations. From the information given by Everson (1966), it seems that students of lower socio-economic status would score lower on the criterion-referenced test in this study.

The characteristics of students who participate in organizations was reported by Monroe (1952). The conclusions from this report lend support to Everson's findings regarding socio-economic status:

> . . . evidence indicated that participation is related to social status and occupation of parents. Students whose fathers are professional men, proprietors, clerks and salesmen tend to participate to a greater degree than those whose parents are classified as skilled, semi-skilled, and unskilled laborers. (p. 425)

Welton (1971) found that "vocational agriculture students who are FFA members with a higher socio-economic status participate to a greater extent in FFA activities than vocational agriculture students with lower socio-economic status" (p. 175). After reviewing Welton's (1971) and Sommer's (1971) research, Rathbun (1974) made the following hypothesis:

> Students who have a higher socio-economic rating on a socio-economic status scale will score higher on the dependent variables of leadership, citizenship, character, willingness to accept responsibility, confidence in self and work and cooperative spirit and effort than students who have a lower socio-economic status rating. (p. 18)

Rathbun's hypothesis was supported as he determined that students with higher socio-economic ratings scored higher on the above dependent variables.

Most of the information used to prepare the first part of the instrument came from the research of Welton (1971) and Rathbun (1974). Welton (1971) and Rathbun (1974) utilized a questionnaire which contained components useful to the present study. Welton (1971) developed an instrument to measure participation in FFA activities. This instrument was used in this study. An explanation of how this scale measures participation in FFA activities can be found in Appendix E. Welton (1971) and Rathbun (1974) field tested for clarity of use, a socio-economic assessment scale developed by Everson (1966). Also, this scale was a part of the instrument in this study. The following is an explanation of the index to measure socio-economic status which Welton (1971) prepared: (The references in which he uses can be found in the references section of this study.)

> The index utilized in the study to measure socio-economic status was developed by Everson. A similar method is advocated by Reiss and employed by the U.S. Bureau of Census to measure socio-economic status.
>
> The indices used for the measuring instrument were: 1) occupation of the head of house; 2) education of the head of house; and 3) family possessions. The father was considered to be the head of the house; however if the father was deceased or not present in the home, the supporting parent or guardian was considered as head of the house.
>
> The respondents were asked to check the highest level of education attained by their father, supporting parent, or guardian. The list of family possessions incorporated into the index was basically identical to the twelve items which comprised the Everson index. The third component of the socio-economic status scale was the occupation of the head of house. The occupations were classified according to a revised scale for rating occupations by Warner, Meeker, and Eells. The descriptions of categories and the point values of each component of the socio-economic status index is a part of Appendix D. (p. 18)

Appendix D in which Welton (1971) referred is also Appendix D of this study.

Another possible extraneous variable was grade point average. The question raised was whether the scores on the criterion-referenced test of the FFA members and non-FFA members were reflecting general intelligence instead of learnings attributed to the participation in vocational agriculture and FFA. Rathbun (1974) found that students who had a higher overall grade point average at the time of high school graduation scored higher on the dependent variables of leadership, citizenship, character, willingness to accept responsibility, confidence in self and work and cooperative spirit and effort than students who had a lower overall grade point average. On the other hand, Welton (1971) found that:

> In three of the four regions, a slight negative relationship is shown between grades in high school and extent of participation in FFA activities and school and community organizations. Vocational agriculture students with lower grades in high school tend to participate as much or slightly more in FFA activities and school and community organizations than vocational agriculture students with higher academic records in high school. (p. 175)

Due to the mixed findings of similar research efforts, overall grade point average was included as a possible extraneous variable. Although intact groups were used, the GPA helped determine whether the groups were equivalent or not. Also, intelligence test scores were obtained on each student in order to help determine if the FFA member and non-FFA member groups were equivalent.

Other school activities and non-school activities were possible sources of extraneous variables. Due to the principle of transfer of learning, the more experiences a person gets the greater the potential for learning. Students that are involved in other school activities and non-school school activities have the potential for learning some leadership and personal development abilities. This means that the student's score on the measuring instrument could have somewhat reflected learnings beyond that attributed to the FFA. As a result, information on the school and non-school activities of the students were accumulated.

The school and non-school activities portion of the measuring instrument was adapted from Welton's (1971) dissertation. Welton (1971) made the following comments and reviewed the following studies before developing an acceptable participation scale for his instrument: (The references which are mentioned will be referenced in the references secion of this study.)

> Participation in organized group activities is one of the most relevant problems of social research. An early attempt to develop a quantitative scale for measuring social participation was made by Chapin. This instrument has become one of the most widely used of its kind. The Chapin Social Participation Scale was published in 1937, with revisions in 1952. It is a general scale of participation in voluntary organizations of all kinds--professional, civic, and social. The final score of the Chapin Scale is computed by assigning arbitrary

> weights to membership, attendance, contributions, membership on committees, and position as an officer. In a study of union locals, Tannenbaum used a participation index which included activity at the number of meetings attended, activity at meetings, holding office, committee work, and other activities. While the participation indeces developed by Chapin and Tannenbaum were useful as a guide, neither were suitable in entirety to measure FFA participation. The scale designed for this study reflects the degrees of participation or involvement advanced by Black and Warner. A description and explanation of the participation scale devised for this study is shown in Appendix C. (p. 17)

Appendix C above is Appendix E in this study.

Although the scale in Appendix E is an FFA participation scale, the same process was used in weighting the school and non-school activities within the measuring instrument that was used for this study. However, the FFA participation scale which is explained in Appendix E was used as the instrument to measure activities in the FFA in this study.

Development of Criterion-Referenced Instrument Measuring Leadership and Personal Development Abilities

The second part of the measuring instrument included criterion-referenced questions which measured the leadership and personal development abilities of the students. A specific instrument was unavailable to measure leadership and personal development ability. A few criterion-referenced questions which were used by Neavill (1973) in his study were located but were not comprehensive enough to measure all the dimensions of leadership and personal development. Any previous research studies using criterion-referenced questions to measure the extent to which FFA members actually learned leadership and personal development abilities were non-existent. Therefore, it became evident to the writer that the development of a measuring device for this study was needed.

After reading The FFA and You, Essential Leadership and Personal Development Competencies Needed In Agricultural Occupations As Identified By Agricultural Leaders In Ohio, The New FFA: Student Performance Objectives, Leadership For Agricultural Industry, FFA Advisor's Handbook, A Guide For Use In Planning Your FFA Program Of Activities, talking to various vocational agriculture teachers and teacher educators and reflecting on several years of experience with the FFA, ten different areas of the FFA were grouped and objectives were written for each area which could be measured. There could have been many more objectives in each area than were written. However, as discussed earlier, there were three limiting criteria: (1) this writer's opinion as to whether the FFA could claim substantial credit for the training and development of the ability, (example: maintain good posture), (2) as a result of participating in FFA activities, would an FFA member be any more capable of exhibiting the ability than anyone else, (example: determine the cost of owning a car), (3) can the ability be measured? (example: converse in an acceptable manner).

The questions were difficult to develop because questions had to be written which were fair to both FFA and non-FFA members. For example, what is the FFA motto? If one were measuring the ability to memorize, this would have been an unfair question to non-FFA members because they had not been exposed to the FFA motto. Also, many questions could have been written that attempted to measure the learning of leadership and personal development abilities of FFA members and vocational agriculture students. However, other programs in school were also teaching the skill. For example, balancing a check book is taught in accounting classes. Therefore, there is nothing unique in balancing a check book for which the FFA can claim substantial credit.

Another limiting factor was that vocational agriculture programs in Tennessee did not have a model course of study to follow which included units on leadership and personal development skills. Except for parliamentary procedure, none of the ten ability areas which were used for this investigation were taught as formal teaching units in Tennessee on a statewide basis. Therefore, there was no need to try to measure certain leadership and personal development abilities that this writer knew was not being stressed in Tennessee. Because of the lack of formal units of instruction on leadership and personal development abilities, questions were written in many instances about abilities which this writer felt that a student should gain by just merely being involved or participating in the FFA. This judgement was based on six years teaching experience and five years of supervising student teachers in some of the better vocational agriculture programs in Middle Tennessee.

The choice of words in writing the questions was a prime concern. For example, the term chapter was used sparingly because the FFA is one of the few organizations that call their group a chapter. Words like farming programs, farm examples and other farming situation questions were avoided to the extent possible. In writing the questions, fairness to the non-FFA members was also a prime concern.

Conclusion

From the review of the literture the investigator of this study suspected that vocational agriculture students/FFA members who were seniors possessed leadership and personal development abilities. This investigator also suspected that FFA members that were vocational agriculture students possessed more leadership and personal development abilities than non-vocational agriculture students. Determining whether this is true or whether the difference is significant was investigated in this study.

CHAPTER III

METHODOLOGY

Population

Active FFA members in traditional vocational agriculture four-year programs in Middle Tennessee comprised the target population for this study. The sample for this study was 12th grade male students in Middle Tennessee who were enrolled in vocational agriculture and were FFA members for four years from eight high quality (superior FFA) and eight low quality (non-superior FFA) chapters and 12th grade male students within the preceding 16 schools who had never been enrolled in vocational agriculture.

Rationale for Classifying and Selecting Schools

The determination of which chapters were superior FFA chapters and which chapters were non-superior FFA chapters was made by using the "Annual FFA Report" forms which were submitted annually to the State FFA Executive Secretary. (Refer to Appendix C for a copy of this form.) Schools that received a Gold, Silver, Bronze or Superior rating were considered as Superior chapters. Any rating less than superior was considered a non-superior chapter.

Obviously, it is possible for an advisor to have a superior FFA chapter or at least fill out the "Annual FFA Report" indicating that the chapter is Gold, Silver, Bronze or Superior chapter without having a well-rounded total vocational agriculture program that includes relevant, interesting and organized instruction, and productive supervised occupational experience programs for their students. Realizing this, a ratification committee consisting of the three teacher educators in Middle Tennessee, the two regional supervisors, and the FFA Executive Secretary, was utilized to ratify or reject the ratings of each of the chapters. (A further explanation of the ratification committee's function will be explained in the sampling procedure section of this chapter.)

The 16 schools which were selected for this study met the following criteria: (1) the chapters were a part of a traditional vocational agriculture four year program, (2) the vocational agriculture program had only one teacher, and (3) the schools selected were of similar size. The purpose of adhering to these criteria was to add stability to the study and control the extraneous variables of type program, number of teachers in the department and school size. The reason for using the three critera was as follows.

The schools that were selected were schools with traditional programs. The traditional programs were selected because of the composition of their course of study. The students in traditional programs take vocational agriculture for four years and are usually FFA members for four members. In traditional programs the FFA is an integral part of the vocational agriculture program. In Tennessee, the traditional four year vocational agriculture programs also have nearly 100 percent FFA membership. The specialty programs, especially the one and two year programs, are new to Tennessee at the present time, and the FFA advisors have not learned how to fully incorporate the FFA into the vocational agriculture programs. Schools with traditional vocational agriculture programs have more diversified activities which are compatible with the awards, activities, and aims and purposes of the FFA.

Schools of similar size were selected for the study. According to Rathbun (1974), the specific relationship between school size and educational development of its students on subsequent employment success of its graduates is not clear. Again, could the size of the school make a difference in the leadership and personal development abilities possessed by FFA members? At least one source (Rathbun, 1974) has suggested that the size of the school could make a difference, at least on employment success. Since school size could possibly be a factor on the leadership and personal development abilities which were possessed by twelfth grade students, schools of similar size were selected.

Rationale for Excluding Females from the Study

Females were excluded from the study. The reasons were as follows: First, very few females were enrolled in vocational agriculture in the traditional four year programs in Tennessee. Secondly, since few females were enrolled in vocational agriculture and since the seniors that were non-FFA members (those not taking vocational agriculture) were tested, the study could develop into a male versus female test. Thirdly, a large percent of the females were enrolled in home economics in the schools with traditional programs. The results of the test could have been measuring the leadership and personal development abilities developed by the Future Homemakers of America of the non-FFA group if girls were used.

Although it could be argued that males who were in the 4-H Club, Boy Scouts, church groups, athletics or other activities should have been excluded because the test could have been measuring the leadership and personal development abilities developed by these aforementioned clubs, groups, or activities, it seems any organization or club, other than home economics/FHA, would not include such a comprehensive group of students. Furthermore, it appeared to the researcher that time alone would not allow any organization or club to be involved with such formal training as females enrolled in home economics and members of the Future Homemakers of America.

Sampling Procedure

A list of the Middle Tennessee FFA chapters with their rating was obtained from the FFA Executive Secretary in Tennessee. The list included 33 superior chapters, 7 standard chapters, 13 below standard chapters and 30 chapters that did not submit a report. From the 83 chapters, 48 chapters met the criteria for this study which included schools with: (a) 1,000 students or less in grades nine through twelve, (b) single teacher departments, (c) traditional vocational agriculture four year programs.

Schools meeting the preceding criteria resulted in the following distribution of schools: (a) superior FFA chapters - 18, (b) standard FFA chapters - 5, (c) below standard FFA chapters - 8, (d) chapters submitting no "Annual FFA Report" - 17. The list of 48 schools was given to a ratification committee consisting of the three teacher educators in Middle Tennessee, the two regional supervisors, and the FFA Executive Secretary. The 48 schools were divided into two lists. One list included the 18 superior chapters, and one list included the 30 standard chapters, below standard chapters, and the chapters which had not submitted an "Annual FFA Report". For the 18 superior rated chapters, the ratification committee was asked to place a No by any chapter that in their opinion was not a superior FFA rated chapter according to the standards of the "Annual FFA Report". For the 30 non-superior FFA chapters, the ratification committee was asked to place a Yes by a chapter that in their opinion was a superior FFA rated chapter according to the "Annual FFA Report". If two-thirds of the ratification committee agreed upon the rating of a chapter, the chapter's rating for the purpose of this study was changed.

As a result of the ratification committee's evaluation, one of the original 18 superior rated chapters was transferred to the non-superior chapter group. Also, as a result of the ratification committee's evaluation, four of the original 30 non-superior chapters were transferred to the superior chapter group. This transferring of chapters resulted in 21 FFA chapters being categorized as superior chapters and 27 as non-superior chapters.

During the Agricultural Education State Staff Conference on October 8, 1981, the State Executive Secretary, Mr. Kenneth K. Mitchell, randomly selected (pulled names from a container) eight schools from the superior FFA chapter group and eight schools from the non-superior FFA chapter group. The 16 selected schools represented one-third of the 48 schools which meet the criteria for the study. This represents an adequate sample size at the 95 percent confidence level.[1]

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[1] The adequate sample size was calculated by referring to the charts by: J. Robert Warmbrod. "The Sampling Problem in Research Design", Agricultural Education Magazine. (November, 1965), pp. 106-107, 114-115.

Design and Data Gathering Procedures

The design of this study was descriptive in nature and therefore, was not intended to permit manipulation of variables or prediction of outcomes. The study was designed to describe the leadership and personal development abilities of 12th grade male FFA members who participated in superior FFA chapters and non-superior FFA chapters; and describe the leadership and personal development abilities possessed by 12th grade male students who were not enrolled in vocational agriculture.

Once the schools were selected, Mr. Kenneth K. Mitchell, Head State Specialist, Agricultural Education, State Department of Vocational-Technical Education sent a letter to the superintendent and principal of the schools stating the purpose of the study, asking for their cooperation, and informing them that the principal would be contacted soon. Refer to Appendix H for a copy of the letter. Next, the principals, guidance counselors and vocational agriculture instructors were contacted in order to secure permission and assistance to conduct the study in their school. All sixteen schools agreed to participate in the study.

Once the schools were selected and agreed to participate in the study, the measuring instrument was hand delivered to each school. Either the guidance counselor or vocational agriculture instructor within each school was given appropriate instructions in order for them to administer the measuring instrument. Refer to Appendix I for a copy of these instructions. Information that was needed from the students' records was obtained by the guidance counselor and coded in such a way that the identity of the student was concealed.

Each vocational agriculture teacher was interviewed in order to determine the amount of classroom time devoted to instruction in the ten ability areas conveyed on the sixty-six item criterion-referenced test. The purpose of requesting this information was to be able to determine the relationship of time devoted to classroom study of units of instruction involving instruction in the ten ability areas with performance on the leadership and personal development ability test. Other anecdotal information was obtained from the vocational agriculture teacher on each of the ten ability areas. Refer to Appendix G for a copy of the Teacher Interview Questionnaire for Anecdotal Information, and Appendix J for a summary of the findings related to the interviews.

During a one-hour period selected by the local school personnel, the 12th grade male students who had been enrolled in vocational agriculture/FFA for four years and those 12th grade male students who had never been enrolled in vocational agriculture within each school were given the measuring instrument to complete.

In order to increase the response rate, students who were absent on the day the measuring instrument was administered were given an appropriate time within one week to complete the survey. After several phone calls and letters to selected schools, the measuring instrument was either personally picked up by the investigator or the measuring instrument was mailed to the investigator.

Reliability and Validity of the Instrument

Once the instrument was developed, it was reviewed by a panel of experts in the Agricultural Education Department of The Ohio State University to ensure the validity of the instrument.

After the necessary corrections were made, the instrument was field tested in Mt. Juliet High School and Woodbury High School in Middle Tennessee. The reliability of the criterion-referenced test was calculated using the Kuder-Richardson 20 and a Kuder-Richardson 21 formulas. The reliability estimates for the vocational agriculture students was .89 for the Kuder-Richardson 20 and .85 for the Kuder-Richardson 21. For the non-vocational agriculture students, the Kuder-Richardson 20 was .83 and the Kuder-Richardson 21 was .80. After reviewing an item by item analysis of the test, it was revised to include 66 criterion-referenced questions.

A Kuder-Richardson 20 of .86 was calculated on the 66 question criterion-referenced questions after all students returned the measuring instrument. The reliability of the ten subparts, when a Kuder-Richardson 20 was calculated for each as if the ten subparts were individual tests, was relatively low. Therefore, subpart analysis was not performed due to the relatively low reliability of the ten subparts.

Explanation of the Measuring Instrument

A detailed explanation of the logic for including certain variables and a review of the literature regarding how they could be measured was presented in Chapter Two. The following discussion will briefly explain how information on each of the extraneous variables was obtained and/or measured.

The instrument for this study had three sections. The first section asked for the student's grade point average, intelligence test score, school and non-school activities in which the student had participated and information on the socio-economic status of the student. There was also a place to check whether the student was a vocational agriculture student, number of years the student was enrolled in vocational agriculture, and whether the student was a FFA member or not.

The high school grade point average was the three and one-half year average for the seniors. The intelligence test scores which were collected were the state proficiency scores. The state proficiency score was a score on a test that all seniors in the state of Tennessee must pass before they graduate. Both the high school grade point average and the state proficiency score were taken from the students' records and recorded by the guidance counselor.

The three areas used for measuring socio-economic status were: (1) occupation of the head of house, (2) education of the head of house, and (3) family possessions. The father was considered to be the head of the house; however, if the father was deceased or not present in the home, the supporting parent or guardian was considered as head of the house. The students were asked to check the highest level of education attained by their father, supporting parent, or guardian. The list of family possessions included twelve. Students were asked to check the items which were possessed by the family. The students were also asked to check the appropriate description of their father's occupation. The categories which were checked by the student carried a weighted score. These checked categories were then totaled for a socio-economic status score.

The school and non-school activities were added for a total activities score. The scores on the school and non-school activities were derived by having students check the activities in which they participated and circle the appropriate number for the extent of participation. The weighted scores of the activities were then totaled.

The second section of the measuring instrument included items to measure activeness in the FFA. The FFA activeness scores were obtained by providing a list of FFA activities in which students could potentially participate with instructions for the students to check the activities in which they participated. A weighted score was given to each FFA activity. The weighted scores were then totaled for each of the levels of activeness (chapter, district and regional, state, and national). The total FFA activeness score was determined by adding together the four levels of activeness.

The third section of the test included the 66 question criterion-referenced test. The students were provided with the list of questions and asked to mark the correct answer on computer sheets. The computer answer sheets were then graded by the computer and the scores were recorded for each student in order to be key punched.

Data Analysis

The data collected in this investigation were coded for key punch on data processing cards by the investigator. Actual key punch operations were performed by the staff of the computer center at Middle Tennessee State University. To reduce possible errors in key punching, all cards were verified. The computer program used in the statistical analysis was the Statistical Package for the Social Sciences (SPSS). Arrangements were made with the computer center on the campus of Middle Tennessee State University to have the data processed by the center's Honeywell 6000 computer.

Descriptive data were obtained which included the mean and standard deviation on high school grade point average, state proficiency score, socio-economic status, school and non-school activeness, FFA activeness, and the 66 question criterion-referenced test measuring leadership and personal development abilities. In order to compare the similarity of the groups, one way analysis of variance was calculated. The F test was the statistical test to determine if there was a significant difference between the groups.

Since high school grade point average is always a potential determiner of performance on any test, analysis of covariance was calculated with test score being the dependent variable and high school grade point average was the covariate. These calculations were necessary to determine if the groups were still similar once the scores were adjusted for high school grade point average. To find where the differences were between the groups, post hoc analysis using the Scheffe test was calculated.

Also, in order to find where the differences were between groups after analysis of variance was completed, a post hoc analysis using the Scheffe test was performed. The Scheffe test was used since the groups in this study were of unequal numbers.

To determine the relationship between level of leadership and personal development ability and activeness in the FFA, Pearson Correlation Coefficients were calculated. Pearson Correlation Coefficients were also used to determine the relationship between level of ability and selected variables mentioned earlier. Pearson Correlation Coefficients were used to determine the relationship of performance on the criterion-referenced test scores with time devoted to instruction.

CHAPTER IV

FINDINGS

The data presented in this chapter are arranged to provide answers to the research questions which guided this study. This research was concerned with describing the leadership and personal development abilities of senior males who had been enrolled in vocational agriculture/ FFA for four years and the leadership and personal development abilities of senior males who were never enrolled in vocational agriculture. The measuring instrument consisted of 66 criterion-referenced questions which were designed to measure leadership and personal development abilities. The socio-economic status, high school grade point average, number of school and non-school activities, and number of FFA activities were also measured.

This chapter reports the findings pertaining to the five major research questions listed below.

1. What leadership and personal development abilities do students possess after four years of vocational agriculture and FFA?
2. What are the differences in level of leadership and personal development ability of students in

superior FFA chapters, non-superior FFA chapters and students with no vocational agriculture and FFA?

3. What is the relationship between level of leadership and personal development ability and activeness in the FFA?
4. What is the relationship between the level of leadership and personal development ability and the following possible extraneous variables: socio-economic status, grade point average, intelligence test score and other school and community activities?
5. What is the relationship between the level of leadership and personal development ability and time devoted to instruction of leadership and personal development abilities?

Description of the Sample

Students were selected from schools with a 9th grade through 12th grade enrollment of 1,000 students or less. This was done in order to hold the variable, school size, constant. Student selection was also limited to schools with only one vocational agriculture teacher in order to control for multiple versus single teacher departments. Students were also selected from schools with traditional vocational agriculture programs. These programs provide vocational agriculture for students from the 9th grade to the 12th grade. The students selected for the study were limited to males in order to hold the variable, sex, constant.

Sixteen schools were randomly selected for this study. Eight of the schools had vocational agriculture programs with superior FFA chapters. Eight of the schools had vocational agriculture programs with non-superior FFA chapters. Only senior males were included from the above sixteen schools for this study. Group One consisted of senior males from schools with superior FFA chapters who had been enrolled in vocational agriculture/FFA for four years. Group Two consisted of senior males from schools with non-superior FFA chapters who had been enrolled in vocational agriculture/FFA for four years. Senior males from the schools with superior FFA chapters who had never been enrolled in vocational agriculture comprised Group Three. Senior males from the schools with non-superior FFA chapters who had never been enrolled in vocational agriculture comprised Group Four.

Senior males from the four groups were given a 66 question criterion-referenced test measuring leadership and personal development abilities. A total of 317 students returned data in the study. However, data for 57 students were disregarded. Data for 46 students who were vocational agriculture students were disregarded because they were not enrolled in vocational agriculture for four years. Data for two other students were disregarded because they were not FFA members. Data for another six students were not used because females completed the surveys; only males were a part of the target population. This resulted in useful data from 258 students. Table One reports the number of students in each group and identifies the four groups of students in the study.

TABLE 1

IDENTIFICATION OF THE FOUR GROUPS AND THE NUMBER OF STUDENTS IN EACH GROUP

Group Number	Group Name	Number of Students in Group
1	Vocational agriculture students/FFA members from schools with superior FFA chapters	65
2	Vocational agriculture students/FFA members from schools with non-superior FFA chapters	50
3	Non-vocational agriculture students from schools that have superior FFA chapters	69
4	Non-vocational agriculture students from schools that have non-superior FFA chapters	74

The similarity of the four groups on selected independent variables is shown in Table 2. The groups had similar socio-economic status, high school grade point averages and state proficiency test scores. The activeness of the groups in school and non-school activities were also similar. Except for the vocational agriculture students in non-superior FFA chapters, the groups varied less than two points on all six variables. This difference was not significant at the .05 level.

A more detailed explanation of each of the variables is presented in Tables 3 through 14. Table 3 shows the mean and standard deviation of socio-economic status for each of the four groups. Table 4 shows that there is not a significant difference (alpha .05) in socio-economic status among the four groups. The low score was 13 and the high score was 40 with a range of 27. The score was derived by giving a weighted score to education level of the head of house, family possessions, and occupation of the head of house and getting a total for the three areas.

The state proficiency scores are reported in Table 5. The state proficiency score is a score on a test that all seniors in the State of Tennessee must pass before they graduate. The test is given by the guidance counselors during March of each year. The state proficiency test is the only common test score that all school systems had on every student. The reason scores are not reported for all

TABLE 2

COMPARISON OF THE FOUR GROUPS OF STUDENTS ON SELECTED VARIABLES

Variables	No. Cases	Ag Students/ Superior Chapters	No. Cases	Ag Students/ Non-Superior Chapters	No. Cases	Non-Ag Students/ Superior Chapters	No. Cases	Non-Ag Students/ Non-Superior Chapters	No. Cases	Total Mean Score
Socio-Economic Status[1]	(63)	25.93	(48)	24.35	(68)	26.18	(74)	26.58	(253)	25.89
High School Grade Point Average[2]	(63)	85.79	(49)	81.74	(67)	86.12	(74)	85.82	(253)	85.10
State Proficiency Test Score[3]	(44)	88.55	(44)	85.52	(56)	87.29	(32)	87.00	(176)	87.11
Non-School Activeness[4]	(65)	4.54	(50)	4.20	(69)	4.28	(73)	4.67	(257)	4.44
School Activeness[5]	(65)	4.86	(50)	4.52	(69)	4.81	(73)	5.43	(257)	4.94
Total Activeness[6]	(65)	9.32	(50)	8.72	(68)	9.07	(73)	10.10	(256)	9.36

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[1] Low score was 13 and the high score was 40 with a range of 27. The score was derived by giving a weighted score to education level of head of house, family possessions, and occupation of head of house and getting a total for the three areas.

[2] Three and one-half year high school grade point average. Low score was 69 and the high score was 99 with a range of 31.

[3] Low score was 46 and the high score was 100 with a range of 54.

[4] Low score was 0 and the high score was 16 with a range of 16. A weighted score was given to the extent of participation in each non-school activity and a total of the activities was obtained.

TABLE 2 (Continued)

[5] Low score was 0 and the high score was 20 with a range of 20. A weighted score was given to the extent of participation in each school activity and a total of the activities was obtained.

[6] Low score was 0 and the high score was 29 with a range of 29. The total activeness score was obtained by adding the non-school and school activeness score of each individual student.

TABLE 3

SOCIO-ECONOMIC STATUS OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters	Total of Groups
Number	65	48	68	74	255
Mean[1]	25.95	24.35	26.18	26.58	25.89
Standard Deviation	4.43	5.50	5.36	6.03	5.40

[1] Low score was 13 and the high score was 40 with a range of 27. The score was derived by giving a weighted score to education level of head of house, family possessions, and occupation of head of house and getting a total for the three areas.

TABLE 4

ANALYSIS OF VARIANCE OF SOCIO-ECONOMIC STATUS AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	154.41	51.47	1.78	0.162
Within Groups	251	7257.74	28.92		
Total	254	7412.14			

TABLE 5

STATE PROFICIENCY SCORES OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters	Total of Four Groups
Number	44	44	56	32	176
Mean[1]	88.55	85.32	87.29	87.00	87.10
Standard Deviation	6.97	8.91	10.32	9.32	9.03

[1] Low score was 46 and the high score was 100 with a range of 54. The maximum score possible was 100.

TABLE 6

ANALYSIS OF VARIANCE OF STATE PROFICIENCY SCORE AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	203.63	67.88	0.830	0.479
Within Groups	172	14065.32	81.78		
Total	175	14268.94			

the students was that these scores were not requested at the beginning of the study. The score on the Thorndike I.Q. of each student was asked to be recorded by the guidance counselors. However, very few of the school systems had Thorndike I.Q. scores for the students. After the first seven schools, the non-availability of I.Q. scores resulted in asking each guidance counselor to record state proficiency scores for each student. Hence, state proficiency scores were ultimately collected from 13 of the 16 schools. Since names were discarded after high grade point averages were recorded, the Tennessee state proficiency test score could not be matched with the student's test in the other three schools even though each test had an identification number. It can be seen in Table 6 that there is not a significant difference in state proficiency scores among the four groups.

High school grade point averages of the four groups are reported in Table 7. The high school grade point average is the three and one-half year average of grades for the seniors. All of these averages were recorded by the guidance counselor. Although the vocational agriculture students in non-superior chapters averaged approximately four points less than the other three groups, the difference was not statistically significant at the .05 level.

The involvement of senior males in non-school and school activities is revealed in Tables 9 through 12. The total activities scores on Tables 13 and 14 is a combination

TABLE 7

HIGH SCHOOL GRADE POINT AVERAGE OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters
Number	63	49	67	74
Mean[1]	85.79	81.74	86.12	85.82
Standard Deviation	6.50	11.95	13.26	7.13

[1] Three and one-half year high school grade point average. The low score was 69 and the high score was 99 with a range of 31.

TABLE 8

ANALYSIS OF VARIANCE OF HIGH SCHOOL GRADE POINT AVERAGE AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	693.69	231.23	2.32	0.076
Within Groups	249	24785.63	99.54		
Total	252	25479.32			

TABLE 9

NON-SCHOOL ACTIVITIES SCORE OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters
Number	65	50	69	73
Mean[1]	4.54	4.20	4.28	4.68
Standard Deviation	3.47	3.52	3.64	3.63

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[1] The low score was 0 and the high score was 16 with a range of 16. A weighted score was given to the extent of participation in each non-school activity and a total score of the activities was obtained.

TABLE 10

ANALYSIS OF VARIANCE OF NON-SCHOOL ACTIVITIES AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	9.28	3.10	0.242	0.867
Within Groups	253	3232.03	12.78		
Total	256	3241.32			

TABLE 11

SCHOOL ACTIVITIES SCORES OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters
Number	65	50	69	73
Mean[1]	4.86	4.52	4.81	5.43
Standard Deviation	4.46	4.13	3.44	3.99

---

[1] The low score was 0 and the high score was 20 with a range of 20. A weighted score was given to the extent of participation in each non-school activity and a total score of the activities was obtained.

TABLE 12

ANALYSIS OF VARIANCE OF SCHOOL ACTIVITIES AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	27.50	9.17	0.572	0.634
Within Groups	253	4058.62	16.04		
Total	256	4086.13			

TABLE 13

TOTAL ACTIVITIES SCORES OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters	Ag Students/ Non-Superior Chapters	Non-Ag Students/ Superior Chapters	Non-Ag Students/ Non-Superior Chapters
Number	65	50	68	73
Mean[1]	9.32	8.72	9.07	10.10
Standard Deviation	6.24	5.52	5.73	6.10

[1] The low score was 0 and the high score was 29 with a range of 29. The total activeness score was obtained by adding the non-school and school activities score of each individual student.

TABLE 14

ANALYSIS OF VARIANCE OF TOTAL ACTIVITIES SCORE AMONG THE FOUR GROUPS OF STUDENTS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	65.68	21.89	0.623	0.601
Within Groups	252	8859.26	35.16		
Total	255	8924.94			

of the non-school and school activities score. The scores on the non-school and school activities were derived by having students check the activities in which they participated and circle the appropriate number for the extent of participation. The weighted scores of the activities were then totaled. The vocational agriculture students achieved lower scores on the non-school, school and total activities. The non-vocational agriculture students in non-superior chapters achieved higher scores in each of the same categories. Nevertheless, the differences were not significant at the .05 level.

Leadership and Personal Development Abilities Possessed By The Students In The Four Groups

In order to answer the first research question, (What leadership and personal development abilities do students possess after four years of vocational agriculture and FFA?), the students were given a 66 question criterion-referenced test measuring leadership and personal development abilities.

Table 15 reports the mean scores of each of the four groups of students. The vocational agriculture students/FFA members from the superior FFA chapters answered 59.52 percent of the questions correctly. The vocational agriculture students/FFA members from the non-superior chapters answered 55.21 percent of the questions correctly. Non-vocational agriculture students from schools which had

TABLE 15

MEAN SCORES OF THE FOUR GROUPS ON THE TEST MEASURING LEADERSHIP AND PERSONAL DEVELOPMENT ABILITIES

	Ag Students/ Superior FFA Chapters (Group 1) N=64	Ag Students/ Non-Superior FFA Chapters (Group 2) N=50	Non-Ag Students/ Superior FFA Chapters (Group 3) N=69	Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	Grand Mean
Mean Test Score[1]	59.52	55.21	50.40	41.03	51.54

[1] These numbers represent percentage scores.

superior FFA chapters gave the correct response to 50.4 percent of the questions, and the non-vocational agriculture students from schools with non-superior FFA chapters responded correctly to 41.03 percent of the test items.

Appendix K contains the performance of the four groups on each of the 66 parts of the test (as indicated by the 66 objectives). The rank indicates how an individual objective, which was measured by a criterion-referenced question, placed among the 66 objectives of that particular group. By observing the percent correct response rate and the ranking (placing), one can determine to what extent leadership and personal development abilities are possessed by students in each of the four groups. Furthermore, the ranking of each objective and the percent of students responding correctly to that objective can then be compared on an item by item basis. The questions which were asked in order to measure each objective can be found in Appendix F. The numbers of the objectives and the questions which measure the objective are the same. The correct answer to each of the multiple choice questions in Appendix F is identified with an asterisk.

Students' responses to the leadership and personal development test items were grouped into four categories. Table 16 reports the percent correct response by the following four categories:

A. Students answering 76 percent or more of the questions correctly

B. Students answering 51 percent to 75 percent of the questions correctly

C. Students answering 26 percent to 50 percent of the items correctly

D. Students answering 25 percent or less of the items correctly

Table 16 reports that 22 of the 65 (33.3 percent) vocational agriculture students/FFA members from superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities. Seven of the 50 (14 percent) vocational agriculture students/FFA members from non-superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities. Four of the 69 (5.8 percent) of the non-vocational agriculture students from schools that have superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities. None of the non-vocational agriculture students from schools that have non-superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities.

TABLE 16

NUMBER OF LEADERSHIP AND PERSONAL DEVELOPMENT QUESTIONS ANSWERED CORRECTLY BY EACH OF THE FOUR GROUPS

Percent of Items Correct	Ag Students/ Superior Chapters (Group 1)		Ag Students/ Non-Superior Chapters (Group 2)		Non-Ag Students/ Superior Chapters (Group 3)		Non-Ag Students/ Non-Superior Chapters (Group 4)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
76% or more	22	33.3	7	14.0	4	5.8	0	0.0
51% to 75%	23	34.9	23	46.0	31	44.9	22	29.7
26% to 50%	15	22.7	15	30.0	30	43.8	46	62.2
25% or less	5	7.6	5	10.0	4	5.8	6	8.1
	N=65		N=50		N=69		N=74	

Once the scores of the first two groups were combined which consisted of all the vocational agriculture students/ FFA members and compared to the scores of the last two groups which consisted of all the non-vocational agriculture students, it was noted that the vocational agriculture students/FFA members attained a higher correct response rate on 57 of the 66 criterion-referenced leadership and personal development questions. The vocational agriculture students/FFA members scored at a five percent higher correct response rate than the non-vocational agriculture students on 47 of the 56 questions.

Differences in Level of Ability of Students in Superior FFA Chapters, Non-Superior FFA Chapters and Students with No Vocational Agriculture and FFA

In order to answer the second research question, (What are the differences in level of leadership and personal development ability of students in superior FFA chapters, non-superior FFA chapters and students with no vocational agriculture and FFA?), analysis of covariance was calculated on the leadership and personal development test scores of the four groups. Analysis of covariance is used when an extraneous variable is suspected as having a potential influence on the dependent variable. In this study, analysis of covariance was used to determine the differences in the four groups on the level of leadership and personal development ability once the effect of high school grade point average was taken into account.

Since high school grade point average is always a potential determiner of performance on any test and since high school grade point average was somewhat related to the leadership and personal development test score with a .31 correlation coefficient, this investigator wanted to determine if high school grade point average had an effect upon the test scores measuring leadership and personal development skills. Furthermore, since this study was dealing with intact groups, there was reason to believe that the groups were not exactly alike. To be sure that any differences in performance on the leadership and personal development test due to grade point average were adjusted, analysis of covariance was performed using high school grade point average as a covariate.

Table 17 reports the high school grade point averages of the students. The high school grade point averages of vocational agriculture/FFA students from non-superior FFA chapters were somewhat lower, though not significant, than students from the other three groups. Vocational agriculture/FFA students from superior FFA chapters and non-vocational agriculture students had similar high school grade point averages.

Table 18 reports the raw mean test scores and the adjusted test scores measuring leadership and personal development abilities. It can be seen that except for vocational agriculture/FFA students from non-superior FFA chapters the adjusted test scores measuring leadership and personal development changed less than thirty-three hundredths (.33) of one point. The adjusted test scores of vocational agriculture/FFA students from non-superior FFA chapters increased one and thirty-six hundredths (1.36).

TABLE 17

HIGH SCHOOL GRADE POINT AVERAGES OF THE FOUR GROUPS OF STUDENTS

	Ag Students/ Superior Chapters (Group 1)	Ag-Students/ Non-Superior Chapters (Group 2)	Non-Ag Students/ Superior Chapters (Group 3)	Non-Ag Students/ Non-Superior Chapters (Group 4)
Number	65	50	69	74
Mean[1]	85.79	81.74	86.12	85.82
Standard Deviation	6.50	11.95	13.26	7.13

[1] Three and one-half year high school grade point average. The low score was 69 and the high score was 99 with a range of 31.

TABLE 18

RAW TEST SCORES AND ADJUSTED TEST SCORES[1] OF THE FOUR GROUPS

Group	Number	Raw Test Score[1]	Adjusted Test Score
Ag Students/ Superior Chapters (Group 1)	65	39.29	39.38
Ag Students / Non-Superior Chapters (Group 2)	50	36.44	37.80
Non-Ag Students/ Superior Chapters (Group 3)	69	33.26	32.93
Non-Ag Students/ Non-Superior Chapters (Group 4)	74	27.08	26.78

[1] 66 question criterion-referenced test score measuring leadership and personal development abilities.

Table 19 reports that there was a statistically significant difference among the four groups on the test scores measuring leadership and personal development abilities when high school grade point average was taken into account. The F value when high school grade point average was taken into account was 18.30 with the significance of F being .001.

In order to determine where the significant differences were among the four groups, a Newman-Keuls test was calculated. Table 20 reports that there was not a significant difference at the .05 level between vocational agriculture/FFA students from superior FFA chapters and vocational agriculture/FFA students from non-superior FFA chapters. However, there was a significant difference at the .05 level between the vocational agriculture/FFA students from non-superior FFA chapters and non-vocational agriculture students from schools with superior FFA chapters.

There was also a significant difference at the .05 level between vocational agriculture/FFA students from superior FFA chapters and the non-vocational agriculture students. Furthermore, there was a significant difference at the .05 level between non-vocational agriculture students from schools with superior FFA chapters and non-vocational agriculture students from schools with non-superior FFA chapters.

TABLE 19

ANALYSIS OF COVARIANCE WITH TEST SCORE[1] AS DEPENDENT VARIABLE AND HIGH SCHOOL GRADE POINT AVERAGE AS COVARIATE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Covariate (HSGPA)	3709.74	1	3709.74	31.76	0.001
Treatment - Main Effects (Group)	6411.02	3	2137.01	18.30	0.001
Residual (Error)	28963.94	248	116.79	21.66	
Total	39084.70	252	155.10		

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[1] 66 question criterion-referenced test score measuring leadership and personal development abilities.

Once the vocational agriculture students/FFA members and non-vocational agriculture students/non-FFA members were combined into two groups, a clearer difference between the leadership and personal development abilities of FFA and non-FFA members was observed. The percent of correct answers for each of the 10 areas within the 66 question criterion-referenced test for vocational agriculture and non-vocational agriculture students is shown in Table 21. Vocational agriculture students/FFA members out scored the non-vocational agriculture students on each of the 10

TABLE 20

ANALYSIS OF COVARIANCE WITH POST HOC ANALYSIS USING THE NEWMAN-KEULS TEST ON THE ADJUSTED TEST SCORES[1] WITH HIGH SCHOOL GRADE POINT AVERAGE AS THE COVARIATE

	Ag Students/ Superior Chapters (Group 1)	Ag Students/ Non-Superior Chapters (Group 2)	Non-Ag Students/ Superior Chapters (Group 3)	Non-Ag Students/ Non-Superior Chapters (Group 4)
Number	65	50	69	74
Adjusted Mean Test Score	39.38	37.80[2]	32.93	26.78

[1] 66 question criterion-referenced test score measuring leadership and personal development abilities

[2] Means not connected by a common underline differ significantly at the .05 level

areas. Refer to Appendix L for a descriptive summary of the mean percent subscores of the students in each of the four groups on the 10 subparts of the 66 Question Criterion-Referenced Test.

Relationship Between Level of Leadership and Personal Development Ability and Activeness in the FFA

In order to answer the third research question, (What is the relationship between level of leadership and personal development ability and activeness in the FFA?) Pearson

TABLE 21

COMPARISON OF VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS AND NON-VOCATIONAL AGRICULTURE STUDENTS/NON-FFA MEMBERS ON LEADERSHIP AND PERSONAL DEVELOPMENT ABILITIES

Subpart Areas	Vo Ag/FFA Percent Correct	Non-Vo Ag/ FFA Percent Correct	F Value	Significance Of F
Total Test Score	57.34	45.72	26.697	0.001
Parliamentary Procedure Subpart 1	64.76	28.35		
Leading Individuals and Groups Subpart 2	50.74	45.67		
Conduct of Meetings Subpart 3	51.90	42.68		
Duties of Officers/ Selection of Officers Subpart 4	59.70	42.78		
Managing Financial Resources Subpart 5	54.14	50.84		
Developing Good Work Habits Subpart 6	63.17	56.94		
Individual Adjustment Subpart 7	64.55	58.28		
Participating in Committees	46.40	42.60		
Developing Social Skills Subpart 8	57.18	42.72		
Developing Citizenship Skills Subpart 10	53.88	47.72		

Correlation Coefficients were calculated to determine the relationship between level of leadership and personal development ability and activeness in the FFA. The activeness of vocational agriculture students in superior FFA chapters and non-superior FFA chapters is reported in Table 22. The mean, range and standard deviation for the different levels of activeness are illustrated for both the superior and non-superior FFA chapters.

The FFA activeness scores were obtained by providing a list of FFA activities in which students would potentially participate with instructions for the students to check the activities in which they participated. A weighted score was given to each FFA activity. The weighted scores were then totaled for each of the levels of activeness (chapter, district and regional, state, and national). The total FFA activeness score was determined by adding the four levels of activeness.

The vocational agriculture students/FFA members from superior FFA chapters were somewhat more active than vocational agriculture students/FFA members from non-superior FFA chapters in each of the four levels of participation. Superior FFA chapter members were more active than non-superior FFA chapter members in total FFA activeness which included a total participation score of the chapter, district and regional, state, and national levels.

TABLE 22

COMPARISON OF FFA ACTIVENESS OF SUPERIOR FFA CHAPTERS WITH NON-SUPERIOR FFA CHAPTERS

Level of Activeness	Superior FFA Chapters (n=65)			Non-Superior FFA Chapters (n=50)		
	Mean[1]	Range	Standard Deviation	Mean	Range	Standard Deviation
FFA Chapter Activeness	9.46	22	5.35	7.96	16	4.58
FFA District and Regional Activeness	2.46	10	2.95	1.52	6	2.00
FFA State Activeness	4.85	21	5.95	3.12	12	3.43
FFA National Activeness	0.48	8	1.63	0.08	4	0.57
Total FFA[2] Activeness	17.31	57	13.51	12.64	32	8.69

[1] The FFA activeness scores were attained by providing a list of FFA activities with instructions for the students to check the activities in which they participated. A weighted score was given to each FFA activity. The weighted scores were then totaled for each of the levels of activeness (chapter, district and regional, state and national).

[2] The total FFA activeness score was determined by adding the four levels of activeness scores.

The relationship between level of leadership and personal development ability (Criterion-Referenced Test Score) and activeness in the FFA is shown in Table 23. Activeness at the chapter level had a higher correlation with leadership and personal development abilities (r=.48) than activeness at the district or regional (r=.43), state (r=.38) or national levels (r=.07). All the correlations reported in Table 23 were significant at the .05 level except for national activeness of students from both superior and non-superior FFA chapters and state activeness of students from non-superior FFA chapters. Students from superior FFA chapters had a much higher relationship with state activeness (r=.47) than students from non-superior FFA chapters (r=.16).

Relationship Between Level of Leadership and Personal Development Ability and Selected Variables

In order to answer the fourth research question, (What is the relationship between the level of leadership and personal development ability and the following possible extraneous variables: socio-economic status, grade point average, intelligence test score, and other school and community activities?), Pearson Correlation Coefficients were calculated to determine the relationship between level of leadership and personal development ability and the above possible extraneous variables.

TABLE 23

RELATIONSHIP BETWEEN LEVEL OF LEADERSHIP AND PERSONAL DEVELOPMENT ABILITY AND ACTIVENESS IN THE FFA

Groups	Chapter Activeness	District/ Regional Activeness	State Activeness	National Activeness	Total FFA Activeness
Test Score of all VoAg/FFA Students (n=115)	0.48	0.43	0.39	0.07	0.48
Significance	p<0.001	p<0.001	p<0.001	p=0.227	p<0.001
Superior FFA Chapters Test Score (n=65)	0.48	0.47	0.47	0.11	0.52
Significance	p<0.001	p<0.001	p<0.001	p=0.189	p<0.001
Non-Superior FFA Chapters Test Score (n=50)	0.46	0.33	0.16	-0.16	0.37
Significance	p<0.001	p=0.009	p=0.139	p=0.130	p=0.004

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[1] 66 Question Criterion-Referenced Test measuring leadership and personal development abilities

The mean and standard deviation of socio-economic status, high school grade point average, state proficiency test score, non-school activeness, school activeness and total activeness are listed in Tables 2 through 14. The means and standard deviation are listed for each of the four groups.

The relationship between the level of leadership and personal development ability and the six variables listed above for all students grouped together are reported in Table 24. High school grade point average and state proficiency test score had correlations of r=.31 and r=.45. These two correlations were significant at the 0.001 level. Socio-economic status, school activeness and total activeness had correlations with leadership and personal development ability of r=.19, r=.23, and r=.22 respectively, with significance at the 0.001 level. Non-school activeness correlated with leadership and personal development ability had a correlation of r=.10 with a significance of .053.

The relationship of the students in each of the four groups between level of leadership and personal development ability and the possible extraneous variables are also reported in Table 24. The level of ability (test scores) of vocational agriculture students/FFA members from superior FFA chapters was related to socio-economic status with a correlation coefficient of r=.40. Vocational agriculture students/FFA members from non-superior FFA

TABLE 24

RELATIONSHIP OF LEVEL OF LEADERSHIP AND PERSONAL DEVELOPMENT ABILITY WITH SELECTED VARIABLES[2]

	Socio-Economic Status	High School Grade Point	State Proficiency Test Score	Non-School Activeness	School Activeness	Total Activeness
Test Score of all Students Grouped Together (n=258)	0.19	0.31	0.45	0.10	0.23	0.22
Significance	$p<0.001$	$p<0.001$	$p<0.001$	$p=0.053$	$p<0.001$	$p<0.001$
Ag Students/ Superior Chapters Total Score (Group 1: n=65)	0.40	0.31	0.53	0.10	0.39	0.35
Significance	$p<0.001$	$p=0.008$	$p<0.001$	$p=0.210$	$p<0.001$	$p<0.001$
Ag. Students/Non-Superior Chapters Total Score (Group 2: n=50)	0.12	0.31	0.38	0.12	0.13	0.18
Significance	$p=0.204$	$p=0.017$	$p=0.006$	$p=0.202$	$p=0.183$	$p=0.113$
Non-Ag Students/ Superior Chapters Total Score (Group 3: n=69)	0.23	0.43	0.47	0.20	0.35	0.34
Significance	$p=0.029$	$p<0.001$	$p<0.001$	$p=0.054$	$p=0.002$	$p=0.002$

TABLE 24 (Continued)

	Socio-Economic Status	High School Grade Point	State Proficiency Test Score	Non-School Activeness	School Activeness	Total Activeness
Non-Ag Students/ Non-Superior Chapters Test Score (Group 4: n=74)	0.26	0.53	0.74	0.07	0.19	0.17
Significance	p=0.012	p<0.001	p<0.001	p=0.281	p=0.054	p=0.082

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[1] 66 Question Criterion-Referenced Test measuring leadership and personal development abilities

[2] Pearson Correlation Coefficients

chapters, non-vocational agriculture students from schools with superior FFA chapters, and non-vocational agriculture students from schools with non-superior FFA chapters had correlation coefficients with socio-economic status of r=.12, r=.23, and r=.26 respectively.

The relationships between level of leadership and personal development ability of the students within each of the four groups and high school grade point average are as follows: vocational agriculture/FFA students from superior FFA chapters (r=.31), vocational agriculture/FFA students from non-superior FFA chapters (r=.31), non-vocational agriculture students from schools with superior FFA chapters (r=.43), non-vocational agriculture students from schools with non-superior FFA chapters (r=.53).

The relationships between level of leadership and personal development ability of the students within each of the four groups and state proficiency test score are as follows: Vocational agriculture/FFA students from superior FFA chapters (r=.53), vocational agriculture/FFA students from non-superior FFA chapters (r=.38), non-vocational agriculture students from schools with superior FFA chapters (r=.47), and non-vocational agriculture students from schools with non-superior FFA chapters (r=.74).

The relationships between level of leadership and personal development ability of the students within each of the four groups and non-school activities were similar to the total correlation coefficient (r=.10). Both vocational agriculture/FFA students from superior FFA chapters (r=.39) and non-vocational agriculture students from schools with superior FFA chapters (r=.35), which were students from schools with superior FFA chapters, had higher correlations with school activeness than vocational agriculture/FFA students from non-superior FFA chapters (r=.13) and non-vocational agriculture students from schools with non-superior FFA chapters (r=.19), which were students from schools with non-superior FFA chapters.

Relationship of Performance on the Criterion-Referenced Test Scores With Time Devoted to Instruction

In order to answer the fifth research question, (What is the relationship between the level of leadership and personal development ability and time devoted to instruction of leadership and personal development abilities?), the vocational agriculture instructors were interviewed in order to determine the approximate amount of instructional time devoted to leadership and personal development activities within the FFA. The hours of instruction were then totaled and each student from the same school had recorded on their coding sheets the same amount of time devoted to instruction in leadership and personal development activities within the FFA for a four year period. These hours were then correlated with performance on the criterion-referenced test by calculating the Pearson Correlation Coefficient.

There was little correlation between the criterion-referenced test scores measuring leadership and personal development abilities and the time spent by the vocational agriculture teachers providing instruction on leadership and personal development abilities. A Pearson Correlation Coefficient between test scores and time devoted to instruction was r=.02.

Table 25 shows the amount of instructional time devoted to leadership and personal development abilities in each of the sixteen schools. The instructional time is also listed by the ten subparts within the FFA. The superior FFA chapters and the non-superior FFA chapters are grouped for clearer comparison between the two groups. A total of 1,613 hours was devoted to teaching leadership and personal development skills by the eight teachers with the superior FFA chapters as compared to 1,390 hours by the eight teachers with the non-superior FFA chapters. This averaged to 201.65 hours during a four year period by the eight teachers with the superior FFA chapters and 173.75 hours for the eight teachers with the non-superior FFA chapters.

The area with the largest amount of time devoted to instruction was parliamentary procedure followed by managing financial resources, leading individuals and groups, developing good work habits, conducting of meetings, participating in committees, developing citizenship skills, individual adjustment, duties of officers and selection of

TABLE 25

HOURS DEVOTED TO INSTRUCTION ON EACH OF THE TEN SUBPART ABILITY AREAS IN A FOUR YEAR PERIOD

Subpart	Superior FFA Chapters									Non-Superior FFA Chapters									
	School Number[1]									School Number									
	2	3	4	9	11	12	13	14	Sub-Total	1	5	6	7	8	10	15	16	Sub-Total	Grand Total[3]
Parliamentary Procedure Subpart 1	53[2]	80	45	45	26	45	40	40	374	30	30	15	87	32	20	80	25	319	(1)703
Leading Individuals and Groups Subpart 2	20	10	32	30	60	8	15	22	197	99	80	13	8	10	29	17	2	258	(3)455
Conduct of Meetings Subpart 3	10	20	15	20	80	6	0	8	159	30	10	3	8	10	14	11	2	88	(5)247
Duties of Officers and Selection of Officers Subpart 4	13	0	10	30	0	3	3	8	67	10	5	2	10	10	14	15	2	68	(9)135

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[1] Each number represents a particular school. The numbers were assigned in the order the school returned the surveys.

[2] Represents total amount of hours in a four year period.

[3] The numbers in parentieses indicate the ranking of instructional time within the ten subparts on leadership and personal development abilities within the FFA.

TABLE 25 (Continued)

	Superior FFA Chapters									Non-Superior FFA Chapters									
	School Number									School Number									
	2	3	4	9	11	12	13	14	Sub-Total	1	5	6	7	8	10	15	16	Sub-Total	Grand Total
Managing Financial Resources Subpart 5	28	39	26	50	70	50	20	13	296	40	30	4	47	10	35	40	8	214	(2)510
Developing Good Work Habits Subpart 6	12	60	8	50	50	0	10	8	198	20	40	3	28	0	16	8	1	116	(4)314
Individual Adjustment Subpart 7	12	8	0	55	8	0	4	8	95	20	0	3	15	0	10	4	0	52	(8)147
Participating in Committees Subpart 8	4	8	8	20	20	4	2	8	74	5	80	0	12	5	8	10	3	123	(6)197
Developing Social Skills Subpart 9	10	24	8	8	17	0	1	8	76	10	20	0	10	5	4	5	1	55	(10)131

TABLE 25 (Continued)

	Superior FFA Chapters									Non-Superior FFA Chapters									
	School Number									School Number									
	2	3	4	9	11	12	13	14	Sub-Total	1	5	6	7	8	10	15	16	Sub-Total	Grand Total
Developing Citizenship Skills Subpart 10	11	8	12	8	20	5	1	12	77	10	40	8	15	5	8	5	1	97	(7)174
			Total Hours Superior Chapters						1,613[4]				Total Hours Non-Superior Chapters						1,390[5]
			Eight Teacher Mean						201.63[6]				Eight Teacher Mean						173.75[7]

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[4] Total hours during a four year period of instruction devoted to leadership and personal development abilities by the eight vocational agriculture instructors in the eight superior FFA chapters.

[5] Total hours during a four year period of instruction devoted to leadership and personal development abilities by the eight vocational instructors in the eight superior FFA chapters.

[6] Average hours devoted to leadership and personal development abilities by each teacher during a four year period in superior FFA chapters.

[7] Average hours devoted to leadership and personal development abilities by each teacher during a four year period in non-superior FFA chapters.

officers and developing social skills. These ratings included the total of both the superior and non-superior FFA chapters.

CHAPTER V

Summary, Conclusions, and Recommendations

THE PROBLEM

The primary purpose of this study was to describe the leadership and personal development abilities that were possessed by the following groups of high school senior males: group one was senior males who participated in high quality (superior) FFA chapters, group two consisted of high school senior males who participated in low quality (non-superior) FFA chapters, group three consisted of high school senior males (from schools with superior FFA chapters), who were never enrolled in vocational agriculture, and group four consisted of high school senior males (from schools with non-superior FFA chapters) who were never enrolled in vocational agriculture.

RESEARCH QUESTIONS

The study was designed to answer the following research questions:

1. What leadership and personal development abilities do students possess after four years of vocational agriculture and FFA?
2. What are the differences in the level of leadership and personal development ability of students

in superior FFA chapters, non-superior FFA chapters and students with no vocational agriculture and FFA?

3. What is the relationship between the level of leadership and personal development ability and activeness in the FFA?
4. What is the relationship between the level of leadership and personal development ability and the following possible extraneous variables: socio-economic status, grade point average, intelligence test score and other school and community activities?
5. What is the relationship between the level of leadership and personal development ability and time devoted to instruction of leadership and personal development abilities?

PROCEDURE

Active FFA members in traditional vocational agriculture four year programs in Middle Tennessee comprised the target population for this study. The sample for this study was 12th grade senior males in Middle Tennessee who were enrolled in vocational agriculture and FFA programs from eight randomly selected superior FFA chapters and eight randomly selected non-superior FFA chapters.

Senior males from the same 16 schools who were never enrolled in vocational agriculture were also a part of the study.

Three instruments were developed to gather data. The first instrument, identified as the Student Questionnaire, was developed to secure information from students relative to their socio-economic status, grade point average, intelligence test score and school and non-school activities. FFA members were asked additional information about the activities in which they participated as FFA members. The second instrument which consisted of 66 criterion-referenced multiple choice questions was developed to measure leadership and personal development abilities of the senior males. The third instrument, which was identified as Ancedotal Information, was developed to secure the amount of student's time that teachers devoted to instruction on ten areas of leadership and personal development within the FFA by interviewing the vocational agriculture teachers.

The instruments were reviewed by a committee to evaluate the validity of the instruments. After revisions, the instruments were pilot tested. A Kuder-Richardson 20 reliability coefficient of .86 was obtained on the second instrument which included the 66 question criterion-referenced test measuring leadership and personal development abilities. The reliability of the first instrument (Student Questionnaire) was established during earlier studies by Welton (1971) and Rathbun (1974).

Each school principal was visited by the investigator in order to secure permission to collect data in his/her school. The guidance counselor was then visited to ask for cooperation in administering the measuring instrument to the students and obtaining information from the students' records. A total of 258 usable instruments were returned from the vocational agriculture teachers or guidance counselors to the investigator which represented a student response rate of 93 percent. High school grade point averages and Tennessee high school state proficienty test scores were requested for 23 of the non-respondents. The high school grade point averages of the non-respondents and the Tennessee high school state proficiency test scores of the non-respondents were similar to the respondents.

The data were coded on the questionnaires and then punched on data processing cards through the facilities of the Middle Tennessee State University Computer Center. Arrangements were made with the Computer Center to have the data analyzed utilizing the Center's Honeywell 6000 computer. Data were submitted for analysis using analysis of variance, analysis of co-variance, Pearson Product Correlations and other appropriate statistics utilizing the SPSS computer program.

Summary of Findings

Description of the Four Groups of Students

The socio-economic status of the four groups were as follows: Vocational agriculture/FFA students from superior FFA chapters (25.85) [the range of scores were from 13 to 40], vocational agriculture/FFA students from non-superior FFA chapters (24.85), non-vocational agriculture students from schools with superior FFA chapters (26.18) and non-vocational agriculture students from schools with non-superior FFA chapters (26.58). There was no significant difference between the four groups at the .05 level.

The state proficiency scores of the four groups were similar. The scores of the four groups were: vocational agriculture/FFA students from superior FFA chapters (88.55) [the range of scores were from 46 to 100], vocational agriculture/FFA students from non-superior FFA chapters (85.32), non-vocational agriculture students from schools with superior FFA chapters (87.29), non-vocational agriculture students from schools with non-superior FFA chapters (87.00). There was not a significant difference in state proficiency scores among the four groups at the .05 level.

The high school grade point averages of the four groups were similar with the exception of vocational agriculture/FFA students from non-superior FFA chapters. Nevertheless, the difference was not significant at the .05 level. The scores of the four groups were: vocational agriculture/FFA students from superior FFA chapters (85.79) [the range of scores was from 69 to 99], vocational agriculture/FFA students from non-superior FFA chapters (81.74), non-vocational agriculture students from schools with superior FFA chapters (86.12), and non-vocational agriculture students from schools with non-superior FFA chapters (85.82). The significance of F was .076.

The activeness in non-school activities of the four groups was similar. The scores of the four groups were: vocational agriculture/FFA students from superior FFA chapters (4.54) [the range of scores were from 0 to 16], vocational agriculture/FFA students from non-superior FFA chapters (4.20), non-vocational agriculture students from schools with superior FFA chapters (4.28), and non-vocational agriculture students from schools with non-superior FFA chapters (4.68). There was not a significant difference between the four groups in non-school activities at the .05 level.

The activeness in school activities of the four groups was similar. The scores were: vocational agriculture/FFA students from superior FFA chapters (4.86) [the range of scores were from 0 to 20], vocational agriculture/FFA students from non-superior FFA chapters (4.52), non-vocational agriculture students from schools with superior FFA chapters (4.81), and non-vocational agriculture students from schools with non-superior FFA chapters (5.43). There was not a significant difference between the four groups at the .05 level.

The total activities score of the four groups was similar. The scores for the groups were: vocational agriculture/FFA students from superior FFA chapters (9.32) [the range of scores were from 0 to 29], vocational agriculture/FFA students from non-superior FFA chapters (8.72), non-vocational agriculture students from schools with superior FFA chapters (9.07), and non-vocational agriculture students from schools with non-superior FFA chapters (10.10). The significance of *F* was .601.

Leadership and Personal Development Abilities Possessed by the Students in the Four Groups

The vocational agriculture students/FFA members from the superior FFA chapters answered 59.52 percent of the 66 criterion-referenced leadership and personal development ability questions correctly. The vocational agriculture students/FFA members from the non-superior chapters answered 55.21 percent of the questions correctly. Non-vocational agriculture students from schools which had superior FFA chapters gave the correct response to 50.40 percent of the questions, and the non-vocational agriculture students from schools with non-superior FFA chapters responded correctly on 41.03 percent of the test items.

Twenty-two of the 65 (33.3 percent) vocational agriculture/FFA students from superior FFA chapters answered

76 percent of the questions measuring leadership and personal development abilities. Seven of the 50 (14 percent) vocational agriculture/FFA students from non-superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities. Four of the 69 (5.8 percent) of the non-vocational agriculture students from schools with superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities. None of the non-vocational agriculture students from schools with non-superior FFA chapters answered 76 percent of the questions measuring leadership and personal development abilities.

Once the scores of the vocational agriculture/FFA students from the superior FFA chapters and non-superior FFA chapters were combined and compared with the scores of the non-vocational agriculture students from school with superior FFA chapters and non-superior FFA chapters, it was noted that the vocational agriculture students/FFA members attained a higher correct response rate on 57 of the 66 criterion-referenced leadership and personal development questions. Furthermore, the vocational agriculture students/FFA members scored at a five percent higher correct response rate than the non-vocational agriculture students on 47 of the 66 questions.

Differences in Level of Ability of Students in Superior FFA Chapters, Non-Superior FFA Chapters and Students With No Vocational Agriculture and FFA

Since high school grade point average was somewhat related to leadership and personal development ability, an analysis of covariance was calculated using test score as the dependent variable and high school grade point average as the covariate. Once grade point was taken into account, there was a significant difference among the groups at the .05 level.

Vocational agriculture/FFA students from superior and non-superior FFA chapters scored significantly higher at the .05 level on leadership and personal development abilities than non-vocational agriculture students. Non-vocational agriculture students from schools with superior FFA chapters scored significantly higher at the .05 level on leadership and personal development abilities than non-vocational agriculture students from schools with non-superior FFA chapters. However, there was not a significant difference at the .05 level in leadership and personal development abilities between vocational agriculture students from superior FFA chapters and non-superior FFA chapters.

Once the test scores measuring leadership and personal development abilities of vocational agriculture/FFA students from the superior and non-superior FFA chapters were combined and compared with the test scores measuring leadership and personal development abilities of non-vocational agriculture students from schools with superior and non-superior chapters, it was noted that the vocational agriculture students/FFA members attained higher scores than the non-vocational agriculture students/non-FFA members on each of the 10 leadership and personal development areas within the 66 question criterion-referenced test.

Relationship Between Level of Ability and Activeness in the FFA

The vocational agriculture students/FFA members from superior FFA chapters were somewhat more active than vocational agriculture students/FFA members from non-superior chapters in each of the four levels of participation (chapter, district and regional, state, and national levels).

Activeness in the FFA at the chapter level had a higher correlation with leadership and personal development abilities (r=.48) than activeness at the district or regional (r=.43), state (r=.39) or national (r=.07) levels. There was a greater degree of relationship between the leadership and personal development abilities of students from superior FFA chapters and their level of state activeness (r=.47) than there was for students from non-superior FFA chapters (r=.16). All the correlations were significant at the .05 level except for national activeness.

Relationship Between Level of Ability and Selected Variables

High school grade point average and state proficiency test score were related with leadership and personnel development ability with correlations of r=.31 and r=.45 respectively. These two correlations were significant at the .001 level. Socio-economic status, school activeness, and total activeness had correlations with leadership and personal development ability of r=.20, r=.23, and r=.22 respectively with significance at the .001 level. Non-school activeness related to leadership and personal development ability with a correlation of r=.10 with a significance of .05.

Relationship of Performance on the Criterion-Referenced Test Score Measuring Leadership and Personal Development Abilities With Time Devoted to Instruction

There was little correlation with the criterion-referenced test score measuring leadership and personal development abilities and the time devoted to teaching leadership and personal development abilities. A Pearson Correlation Coefficient between test score and time devoted to instruction was r=.02.

Conclusions

The following conclusions were based upon the findings in this study and the interpretation by the investigator:

1. The extent to which students that have been enrolled in vocational agriculture/FFA for four years, (even students from the superior FFA chapters) possess leadership and personal development abilities is much less than this writer feels that the profession should be willing to accept.

2. It does not matter whether vocational agriculture students/FFA members are from superior or non-superior FFA chapters; the vocational agriculture/FFA students possess significantly more leadership and personal development abilities than non-vocational agriculture students.
3. Vocational agriculture students/FFA members from superior FFA chapters and vocational agriculture students/FFA members from non-superior FFA chapters possess about the same level of leadership and personal development ability.
4. Non-vocational agriculture students from schools that have superior FFA chapters possess significantly more leadership and personal development abilities than non-vocational agriculture students from schools that have non-superior FFA chapters.
5. Not only do vocational agriculture students/FFA members from superior FFA chapters possess a higher level of mastery of leadership and personal development abilities than non-vocational agriculture students, but considerably more of the vocational agriculture students from the superior FFA chapters possess a high level[1] of mastery of leadership and personal development abilities as compared to vocational agriculture students from non-superior

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[1] High level is defined as the 75 percent mastery level.

FFA chapters and students who have never been enrolled in vocational agriculture.

6. Students who are more active tend to develop high levels of leadership and personal development ability.
7. Vocational agriculture students/FFA members from superior FFA chapters are more active in FFA activities than vocational agriculture students/FFA members from non-superior chapters.
8. Chapter activeness has a higher relationship to leadership and personal development abilities possessed by FFA members than activeness at district or regional, state and national levels.

Recommendations

1. In all subparts of the leadership and personal development ability criterion-referenced test, the scores were relatively low. This would imply there needs to be a critical review of the instructional process in teaching leadership and personal development abilities. Vocational agriculture instructors (FFA advisors) should establish instructional goals which include the teaching of leadership and personal development abilities. The teacher (FFA advisor) should develop methods and procedures to evaluate the success or failure of the program. Vocational agriculture teachers (FFA advisors) need

to cooperatively develop methods and procedures which will increase the learning of leadership and personal development abilities.

2. It was found that activeness in the FFA increased the leadership and personal development abilities which students possessed. The FFA should be used as a vehicle to strengthen the availability of opportunities for students in vocational agriculture. Students should be encouraged to participate in as many activities as possible.
3. The Tennessee State Department of Vocational Technical Education should consider developing a course of study (which would be distributed to the vocational agriculture instructors) which would include emphasis on leadership and personal development abilities.
4. FFA advisors should guide the preparation of the FFA program of activities in order that it can function as it should. FFA advisors should make sure all members are on committees and performing their duties.
5. Due to the especially low percent of correct responses that pertained to supervised occupational experience programs and record books, FFA advisors should make sure that every student is participating in a program and that records are being

completed. Most of the awards and degrees with the FFA are based upon sound supervised occupational experience programs with good record keeping procedures.

Suggestions for Further Research

The data collected from this study indicate that further research should be conducted in the following areas:

1. Students in vocational agriculture programs with specialty programs such as two-year agricultural mechanics or ornamental horticulture need to be evaluated to determine the leadership and personal development skills that the students possess.
2. A Time Series Design needs to be utilized to measure which leadership and personal development abilities students possess before entering vocational agriculture programs and becoming FFA members. A control group could also be used. The students could then be measured each year until completion of high school to determine the leadership and personal development abilities that they possess as result of participating in vocational agriculture and the FFA.
3. By following sound design procedures, this study needs to be expanded to include a sampling of all types vocational agriculture programs (FFA chapters) in a state in order to determine which types

of vocational agriculture programs have students who possess the most leadership and personal development abilities.

4. The FFA advisors need to be evaluated to determine the leadership and personal development abilities that they possess. Then, the relationship between the leadership and personal development abilities of the advisor and the students could be determined.
5. Since the extraneous variables in most instances had a higher correlation with leadership and personal development ability when the students were from schools with superior FFA chapters (whether the students were vocational agriculture/FFA students or non-vocational students) and since the non-vocational agriculture students from schools with superior FFA chapters scored significantly higher on the test measuring leadership and personal development than non-vocational agriculture students from schools with non-superior FFA chapters, future studies should try to determine "if" or "what" variables exist in these "superior" schools that result in higher levels of leadership and personal development ability of the students.
6. As perceived by this investigator, it would be of value to follow up this study with similar research in about five years to determine if the vocational

agriculture students/FFA members possess similar leadership and personal development abilities. It would also be of value to determine if the relationship between the extraneous variables and leadership and personal development ability were similar.

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APPENDIX A

Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations as Identified by Agricultural Leaders in Ohio

Appendix A[1]

Performance and Level of Importance of Competencies in the duty Area "Leading Individuals and Groups" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
01 Leading individuals and groups			
01 Follow democratic procedures	71.9	2.68	0.53
02 Define group objectives and goals	71.0	2.69	0.49
03 Keep group progressing towards goals and objectives	70.0	2.85	0.36
04 Act as arbitrator - mediator in group conflicts	52.4	2.39	0.58
* 05 Demonstrate tact and diplomacy	67.1	2.69	0.50
06 Identify sources of interpersonal conflicts	40.5	2.20	0.55
07 Encourage group participation	70.5	2.55	0.04
08 Involve others in group decisions and actions	71.9	2.53	0.55
* 09 Stimulate critical group thinking	43.3	2.24	0.57
10 Advise and counsel people	52.9	2.30	0.55
11 Be dependable	81.9	2.92	0.29
12 Develop new programs and activities when needed	53.8	2.45	0.52
13 Make decisions	82.9	2.89	0.32
14 Substantiate decisions	65.7	2.71	0.48
15 Support majority decisions of group	61.9	2.41	0.65
16 Collect necessary information	65.2	2.54	0.51
17 Evaluate information	61.4	2.55	0.51
18 Set meetings, date, and place	68.1	2.52	0.54
19 Develop meeting agendas	57.6	2.49	0.57
20 Demonstrate good judgments	70.5	2.76	0.45
21 Demonstrate resourcefulness	61.4	2.52	0.52
22 Provide constructive criticism	65.2	2.39	0.56
23 Discipline consistantly	45.2	2.37	0.65
24 Promote group cooperations	52.4	2.43	0.52
25 Assume responsibility for completion of group activities	59.0	2.52	0.57
26 Inform individuals of their roles and responsibilities	64.8	2.61	0.53
* 27 Promote group interaction	40.5	2.18	0.55
* 28 Identify the various types of leadership style	29.5	1.98	0.63
* 29 Identify needs of individuals and groups	38.6	2.27	0.59
30 Evaluate accomplishment of individual and group of objectives	47.6	2.37	0.56
* 31 Facilitate task performance	39.5	2.27	0.57

Note: a. The level of Importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important

* Competencies recommended to be excluded from the Vocational Agriculture Curriculum.

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[1] Taken from, Hampson, Michael N., Newcomb, L. H. and McCracken, J. David. Essential leadership and Personal Development Competencies Needed in Agricultural Occuaptions as Identified by Agricultural Leaders in Ohio. Summary of Research. Department of Agricultural Education, Columbus, Ohio: The Ohio State University, 1977.

Performance and Level of Importance of Competencies in the duty Area "Developing Good Work Habits" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Perform-ing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
02 Developing good work habits			
01 Establish and post work schedules	46.7	2.38	0.62
02 Attend work regularly	84.3	2.89	0.37
03 Accept and carry out responsibilities	89.5	2.96	0.19
04 Complete assigned work to best of one's ability	86.2	2.92	0.27
05 Demonstrate initiative in completing work	82.9	2.79	0.42
06 Work cooperatively with others	86.2	2.79	0.41
07 Ask for and receive help from others	84.3	2.57	0.53
08 Follow business rules and policies	73.3	2.65	0.50
09 Provide work instructions to others	76.2	2.56	0.52
10 Identify unsafe and inadequate work habits	73.3	2.70	0.47
11 Work under pressure	82.4	2.53	0.58
12 Demonstrate speed and accuracy in work	79.5	2.57	0.53

Performance and Level of Importance of Competencies in the duty Area "Participating In Social Activities" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
	03 Participating in social activities			
	01 Make introductions	71.9	2.34	0.51
	02 Extend courtesies to others	31.0	2.64	0.48
*	03 Remember names in social situations	59.0	2.23	0.54
	04 Participate in conversation appropriate for the occasion	68.1	2.33	0.51
	05 Meet and greet people	75.7	2.54	0.51
	06 Correctly enter a restaurant and be seated	68.6	2.05	0.62
	07 Order a meal in a restaurant	74.8	2.04	0.67
	08 Demonstrate correct eating etiquette with various types of food and in various situations	63.8	2.11	0.60
	09 Properly use eating utensils	71.0	2.20	0.60
	10 Tip employees of restaurants and hotels appropriately	72.4	2.03	0.68
*	11 Tie a necktie	74.3	2.05	0.72
	12 Wear appropriate clothes for various occasions	81.9	2.41	0.52
	13 Maintain good posture	74.3	2.44	0.55
	14 Be punctual for social events	75.2	2.52	0.53
	15 Use proper language in social settings	75.2	2.58	.51
*	16 Write thank-you, sympathy, and congratulatory notes	57.1	2.22	55

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the Vocational Agriculture Curriculum.

Performance and Level of Importance of Competencies in the duty Area "Participating In Committees and Groups" by the Total Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
	04 Participating in committees and groups			
	01 Serve as a committee chairperson	68.1	2.13	0.55
	02 Organize as a committee meeting	63.3	2.29	0.58
	03 Participate as a committee member	71.9	2.34	0.57
	04 Conduct a committee meeting	64.8	2.29	0.55
	05 Select members for a committee	61.4	2.25	0.54
*	06 Determine the size of a committee needed for specific purposes	57.1	2.12	0.55
*	07 Determine how often a committee should meet	57.1	2.20	0.55
	08 Evaluate the accomplishments of a committee	53.8	2.31	0.55
	09 Present a committee report	63.8	2.38	0.58
	10 Secure the support of the committee members	53.3	2.51	0.54
	11 Identify committee objectives	54.3	2.47	0.57
	12 Promote committee member participation	58.1	2.45	0.55
	13 Delegate responsibility to other committee members	56.2	2.47	0.53
	14 Give recognition and thanks for work done	71.0	2.71	0.47
	15 Maintain satisfactory group membership	54.8	2.42	0.56
	16 Recognize individual committee member needs	49.5	2.33	0.56
	17 Serve as an officer	69.0	2.17	0.66
	18 Use proper parliamentary procedure	67.6	2.31	0.56
	19 Participate in committee deliberation	61.9	2.25	0.56

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 - Useful, 1 = Not important

* Competencies recomended to be excluded from the Vocational Agriculture Curriculum.

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Performance and Level of Importance of Competencies In the duty Area "Participating In Professional, Business, and Civic Organizations" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Perform-ing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
05 Participating in professional, business and civic organizations			
01 Participate as a member of an organization at the local, state and/or national level	69.0	2.23	0.51
02 Assume responsibility for the operation of the organization	56.7	2.32	0.55
03 Identify the principles and purposes of the organization	51.4	2.45	0.54
* 04 Identify the structure or heirarchy of the organization	41.0	2.18	0.59
05 Interpret the constitution and by-laws of the organization	45.2	2.40	0.60
06 Attend meetings regularly	69.5	2.65	0.51
07 Vote on organizational concerns	64.8	2.61	0.52
* 08 Plan an awards or recognition banquet	46.7	2.08	0.57
09 Attend awards or recognition banquet	60.5	2.15	0.57

Performance and Level of Importance of Competencies in the duty Area "Managing Financial Resources" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Perform-ing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
06 Managing financial resources			
01 Appraise personal financial standings	76.7	2.72	0.49
02 Prepare a personal budget	64.3	2.40	0.62
03 Set financial goals for the future	73.3	2.57	0.55
04 Save money to finance future activities	77.1	2.61	0.52
05 Establish and maintain a satisfactory credit rating	87.1	2.92	0.30
06 Write checks	86.7	2.68	0.54
07 Calculate interest on a savings account	65.7	2.23	0.63
08 Maintain a checkbook	81.0	2.70	0.50
09 Identify the cost of owning a car	69.5	2.32	0.60
10 Identify the value of real estate in the local community	73.8	2.44	0.54
* 11 Determine the down payment needed on a home	53.3	2.20	0.60

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Performance and Level of Importance of Competencies in the duty Area "Developing Communication Skills" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE(a)	STANDARD DEVIATION
07 Developing communication skills			
01 Present information to a group	71.4	2.45	0.54
02 Communicate clearly in written form	61.0	2.42	0.55
03 Clarify issues	59.0	2.43	0.56
04 Persuade others	61.0	2.26	0.60
05 Listen to others	73.3	2.72	0.49
06 Function as a spokeperson for a group	64.3	2.26	0.59
07 Introduce a speaker at meetings	63.3	2.25	0.57
08 Participate in conversations and discussions	81.9	2.52	0.53
* 09 Write news articles	43.8	1.94	0.58
10 Use correct telephone procedures	72.9	2.36	0.54
11 Write letters	63.6	2.34	0.54
* 12 Organize and present radio programs	21.0	1.83	0.59
* 13 Organize and present TV programs	17.1	1.74	0.60
* 14 Interpret an individual's gestures and mannerisms	45.7	2.03	0.64
15 Take telephone message	68.6	2.42	0.58
* 16 Recognize mannerisms that may be detrimental to communications	51.4	2.25	0.57
17 Converse in an acceptable manner	70.5	2.51	0.54

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the vocational agriculture curriculum.

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Performance and Level of Importance of Competencies in the duty Area
"Developing Citizenship Skills" by the Total
Sample (n = 210)

	COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
	08 Developing citizenship skills			
	01 Cooperate with others in group activities	79.0	2.61	0.50
	02 Respect national symbols	78.6	2.63	0.53
	03 Respect the rights of others	84.8	2.83	0.41
	04 Respect, maintain, and improve the environment	79.5	2.63	0.51
	05 Stay well informed, of state, national, and local issues	70.5	2.45	0.55
	06 Formulate judgments on issues	68.1	2.28	0.57
	07 Provide service to the community (i.e. local, state, national)	66.2	2.31	0.54
	08 Provide service to others	72.9	2.43	0.56
	09 Vote on issues and in elections	83.3	2.70	0.52
	10 Identify legislature representatives	60.5	2.24	0.53
*	11 Communicate with legislative representatives	43.8	2.19	0.54
*	12 Understand and oppose unequal opportunity in the area of education, housing, employment and recreation	44.8	2.22	0.62
	13 Defend rights and liberties of all kinds of people uniformly	55.2	2.45	0.62
	14 Identify the need for law and order	73.3	2.75	0.50
	15 Identify right and wrong behavior	77.6	2.75	0.47
	16 Comply with public laws and rules	80.5	2.78	0.44
	17 Help authorities in specific cases when needed	63.8	2.53	0.55
	18 Protest unjust rules openly	58.6	2.35	0.63
	19 Stay informed about the law	61.4	2.59	0.52
*	20 Identify the main structure and function of government bodies	47.6	2.27	0.55

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

* Competencies recommended to be excluded from the vocational agriculture curriculum.

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Performance and Level of Importance of Competencies in the duty Area "Developing Personal Skills" by the Total Sample (n = 210)

COMPETENCY STATEMENTS FOR AGRICULTURAL LEADERS	Percent Performing	MEAN LEVEL OF IMPORTANCE (a)	STANDARD DEVIATION
09 Developing personal skills			
01 Complete a personal inventory of strengths and weaknesses	42.9	2.33	0.53
02 Develop an approved self-image	56.2	2.46	0.56
03 Determine future goals (life style)	71.9	2.66	0.52
04 Maintain a positive attitude	75.7	2.72	0.50
05 Demonstrate personal integrity	72.9	2.77	0.44
06 Develop self-initiative	73.8	2.77	0.43
07 Manage use of time	77.6	2.78	0.43
08 Respect the rights of others	82.9	2.82	0.41
09 Demonstrate sincerity	77.6	2.73	0.47
10 Demonstrate enthusiasm	72.4	2.59	0.53
11 Demonstrate poise	66.7	2.47	0.56
12 Demonstrate confidence	76.2	2.70	0.48
13 Exhibit receptiveness to suggestions	70.5	2.50	0.53
14 Demonstrate the ability to work with others	77.6	2.77	0.44
15 Demonstrate patience	74.3	2.65	0.51
16 Exhibit good sportsmanship	79.5	2.72	0.48
17 Be responsible for personal actions	82.9	2.87	0.37

Note: a. The level of importance of a competency was based on the following rating: 3 = Essential, 2 = Useful, 1 = Not important.

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APPENDIX B

Leadership and Personal Development Areas, Objectives, and Answers to Questions

APPENDIX B

LEADERSHIP AND PERSONAL DEVELOPMENT OBJECTIVES WITH CORRECT ANSWER TO QUESTIONS

Parliamentary Procedure

1. The student will be able to distinguish appropriate time to refer a motion to a committee. (c)

2. The student will be able to ask the proper question when a member moves to reconsider a motion. (b)

3. The student will be able to take the appropriate action when the chairman, in the student's opinion, does not announce the vote correctly or the student wants another vote taken. (a)

4. The student will be able to amend a motion. (b)

5. The student will be able to take appropriate action, while acting as chairman, when someone calls for the question. (d)

6. The student will be able to determine the appropriate time to table a motion. (c)

7. While acting as chairman, the student will be able to take appropriate action when a motion is made to suspend the rules. (a)

8. While acting as chairman, the student will be able to take appropriate action if someone tries to discuss a motion to table. (c)

Leading Individuals and Groups

9. As the leader of a group, the student will be able to get most all members involved, working, and given individual responsibility. (a)

10. The student will be able to speak before a group. (c)

11. The student will be able to direct actions, thoughts and opinions of others. (b)

12. The student will be able to lead a discussion during a chapter meeting. (d)

13. The student will learn when to follow and when to lead. (a)

14. The student will be able to keep a group progressing toward goals and objectives. (a)

15. The student will assume responsibility for completion of group activities. (c)

Conduct of Meetings

16. The student will be able to conduct a meeting within the framework of a constitution and by-laws. (a)

17. The student will be able to plan for effective meetings and develop meeting agenda. (d)

18. The student will be able to establish rapport so that he/she can get group cooperation. (a)

19. The student will be able to follow democratic procedures. (d)

20. The student will be able to support the majority decision of the group and respect opinions of others. (c)

Duties of Officers and Selecting Officers

21. The student will be able to identify one of the primary responsibilities of the reporter. (d)

22. The student will be able to identify one of the primary responsibilities of the vice-president. (b)

23. The student will be able to identify the primary responsibilities of the president. (b)

24. The student will be able to identify one of the primary responsibilities of the sentinel. (a)

25. The student will be able to identify one of the primary responsibilities of the secretary. (c)

26. The student will be able to identify an appropriate method of selecting good officers. (a)

27. The student will be able to identify an appropriate method of installing officers. (a)

28. The student will be able to identify the primary purpose of a nominating committee. (d)

Managing Financial Resources

29. The student will develop the ability to select the most appropriate fund-raising activity which involves all members and helps develop communication skills. (a)

30. The student will be able to sell products by using a positive approach. (c)

31. The student will be able to keep official records including the proper identification of a gain or loss in inventory. (b)

32. The student will be able to record expense items in a record book. (d)

33. The student will be able to record income items in a record book. (b)

Developing Good Work Habits

34. The student will be able to develop responsibility. (c)

35. The student will be able to demonstrate personal integrity. (d)

36. The student will be able to develop self-initiative. (d)

37. The student will be able to develop a willingness to take supervision. (d)

38. The student will be able to develop a positive attitude toward work. (a)

39. The student will be able to develop dependability. (c)

40. The student will be able to develop pride in his/her activities. (a)

Individual Adjustment

41. The student will be able to develop realistic yet challenging monetary goals. (d)

42. The student will be able to follow established procedures and regulations. (b)

43. The student will be able to develop the ability to perform under pressure. (a)

44. The student will be able to accept success and failure. (c)

45. The student will be able to demonstrate sportsmanship. (c)

46. The student will be able to develop appropriate public relation skills. (d)

47. The student will be able to manage use of time. (d)

48. The student will be able to demonstrate poise. (d)

Participating in Committees

49. The student will be able to identify different kinds of committees. (d)

50. The student will be able to identify the purpose of committees. (d)

51. The student will be able to select members for committees. (a)

52. The student will be able to be an effective committee chairman of a program of activities committee. (c)

53. The student will be able to present a committee report. (a)

54. The student will be able to promote committee member participation and delegate responsibility. (a)

Developing Social Skills

55. The student will be able to properly present an award. (a)

56. The student will be able to select a meal from a menu and properly order. (b)

57. The student will be able to properly dress for the occasion. (a)

58. The student will be able to meet and greet people. (a)

59. The student will be able to conduct themselves as a lady or gentleman at all times. (c)

60. The student will be able to make proper introductions. (a)

-5-

Developing Citizenship Skills

61. The student will be able to plan and establish community service projects. (a)

62. The student will develop a respect for national symbols and customs. (d)

63. The student will develop an understanding that "if we belong, we pay dues." (d)

64. The student will develop a basic understanding of which party our national political leaders belong. (c)

65. The student will respect the rights and views of others. (c)

66. The student will be able to cooperate with others in group activities. (c)

APPENDIX C

Annual FFA Report Form

Rev. 1/79

APPENDIX C

PLEASE RETURN ONE COPY TO THE STATE OFFICE BY JUNE 15. KEEP ONE COPY FOR YOUR FILES.

ANNUAL FFA REPORT

Name of Chapter____________________ County_______________

School____________________ Address_______________

Advisor____________________

A. MEMBERSHIP

1. Number of day-school students enrolled in vocational agriculture classes that are eligible for FFA membership.__________
2. Number of day-school students who are active FFA members.______
3. Number of out-of-school students who are active FFA members.__________
4. Total active membership (2 plus 3)._______________
5. Total girls enrolled in vocational agriculture._______________
6. Total boys enrolled in vocational agriculture._______________

B. CHAPTER PROGRAM OF ACCOMPLISHMENTS

I. Supervised Agricultural Occupations Experience

1. Number of members owning one or more productive enterprises. __________
2. Number of members on placement for supervised agricultural occupations experience:
   A. Farm_______________ B. Other_______________
3. Does your chapter operate a:

   a. School Farm__________
   b. Nursery__________
   c. Land Laboratory__________
   d. Greenhouse__________
   e. Forestry Laboratory or Farm__________

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II. Cooperative Activities

1. Did your chapter provide a definite plan for group activities?_____

2. Did your chapter provide cooperative agricultural services such as renting chapter owned equipment, buying seed, selling livestock, or others?_______________

3. Did your chapter operate one or more livestock chains?______________

a. Swine___________ c. Dairy Cattle__ ___________
b. Sheep___________ d. Beef Cattle_______________

III. Community Services

1. Did your chapter conduct a community-wide safety campaign?__________

2. Did your chapter conduct an organized conservation program, such as reforestation, protecting wildlife, and prevention of forest fires?_____________

3. Did your chapter sponsor fairs or livestock shows?___________________

4. Did your chapter participate in the BUILDING OUR AMERICAN COMMUNITIES (BOAC) Program?____________Did you submit a report to the state office?_____________________

IV. Leadership

1. Did your chapter hold a Public Speaking Contest?____________________

2. Did your chapter conduct an FFA Creed Contest?______________________

3. Did your chapter participate in a Parliamentary Procedure Contest below the State Level?___________________

4. Did your chapter hold an Extemporaneous Speaking Contest?__________

5. Did your chapter present a Star Greenhand metal?____________________

6. Did your chapter present a Star Chapter Farmer metal?_______________

7. Did your chapter present a Star Chapter Agribusiness metal?________

8. Did your chapter have representation at the State FFA Convention?_

9. Did your chapter have representation at the National FFA Convention? __________________

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10. **Contests participated in the first FFA competitive level above the Chapter:**

NATIONAL SPONSORED CONTESTS	**NUMBER OF MEMBERS**
Agricultural Mechanics	____________
Dairy Cattle	____________
Farm Business Management	____________
Floriculture	____________
Livestock	____________
Meats	____________
Milk Quality and Dairy Foods	____________
Nursery/Landscape	____________
Poultry	____________
Public Speaking	____________
Extemporaneous Speaking	____________
Other Contests	____________
Creed	____________
Forestry/Natural Resources	____________
Horse	____________
Agribusiness	____________

V. **Earnings and Savings**

1. Did your chapter operate on a planned budget? ____________________

2. Amount of Budget ____________________

VI. **Conduct of Meetings**

1. **Did your chapter hold 12 meetings or more per year, with at least two (2) meetings during the summer?** ____________

2. **Did your chapter officers meet at least once prior to each regular meeting to plan the program?** __________

3. **Did your chapter have a State FFA Officer participate in at least one meeting?** __________

4. Did your chapter use ALL appropriate ceremonies and rituals? __________

VII. **Scholarship**

1. **Did your chapter have a scholarship improvement program?** __________

VIII. **Recreation**

1. **Did your chapter provide its members with organized educational and/or recreational tours?** ______________

IX. **Public Relations**

1. **Did your chapter conduct a recognition and awards banquet that included the parents of the members?** ______________

2. **Did your chapter conduct a Goodwill Tour during National FFA Week?** ________

X. **Participation in State and National Activities**

1. **Did your chapter nominate candidates for:** State Farmer Degree? ________ __
   a. Number Production ________ b. Number Ag Business __________

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American Farmer Degree?________________

a. Number Production____________ b. Number Agri-Business____________

2. Did your chapter submit applications to the regional office for the following Foundation Awards:

Ag Electrification__________
Ag Mechanics__________
Ag Processing__________
Ag Sales/Service__________
Beef Production__________
Crop Production__________
Dairy Production__________
Div. Livestock__________
Fish/Wildlife__________
Floriculture__________
Forestry__________

Fruit/Vegetable__________
Home/Farmstead__________
Horse Proficiency__________
Nursery Operation__________
Outdoor Recreation__________
Pl. in Ag Prod.__________
Poultry Prod.__________
Sheep Production__________
Soil/Water__________
Swine Production__________
Turf/Landscape__________

3. Did your chapter submit an application for Chapter Safety?____________

4. What were the most outstanding FFA Week Activities conducted by your Chapter?

a. ____

b. ____

c. ____

5. Number of Chapter members competing for recognition and the number of Foundation Award Metals presented for outstanding accomplishment in the agricultural proficiency award program:

	Metals Presented	Number Competing
Ag Electrification		
Ag Mechanics		
Ag Processing		
Ag Sales/Service		
Beef Production		
Crop Production		
Dairy Production		
Diversified Livestock Prod.		
Fish/Wildlife		
Floriculture		
Forestry		

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Fruit/Vegetable		
Home/Farmstead		
Horse Proficiency		
Nursery Operation		
Outdoor Recreation		
Place. in Ag Production		
Poultry Production		
Sheep Production		
Soil/Water		
Swine Production		
Turf/Landscape		

6. Did your chapter participate in the Food for America Program?__________

7. Did your chapter utilize the Achievement Award Program?__________

8. Did your chapter participate in activities and/or programs to promote international understanding?__________

   a. Work Experience Abroad?__________
   b. Hosted a Foreign Exchangee?__________
   c. Supplied educational materials to an Agricultural Group in another country?__________
   d. Other? (Specify)__________
   e. Total Members participating?__________

6/79

REPORT ON STATE PROGRAM OF WORK

This report covers activities carried out July 1, 19 ___ to June 30, 19 ______.

A chapter must meet Item #1 and at least 19 of the remaining 22 requirements to receive a STANDARD Chapter Rating.

Objectives

___ 1. **Prepared a written Program of Work and submitted to the state office by October 31. Date completed** ____________________

___ 2. Adopted a budget for chapter. Date Adopted ____________________

___ 3. Paid membership dues to the State FFA Association by the date requested. Numbe paid __________; Date paid ____________________.

___ 4. Used all the official paraphernalia for chapter meetings, including FFA banner. Check items used: Banner ______, Flag ______, Owl ______, Ear of Corn ______, Washington ______, Plow ______, Charter ______, Creed ______, Shield for Sentinel ______, and Gavel ______.

___ 5. The first regular meeting of the school year was held the first month of school and other regular meetings were held at least once each month, with not less tha one meeting held in the summer. Number of meetings held: Sept. ______, Oct. __ Nov. ______, Dec. ______, Jan. ______, Feb. ______, March ______, April ______, May ______, June ______, July ______, August ______ TOTAL ________.

___ 6. The chapter had a planned program for each regular meeting.

___ 7. All regular officers could recite from memory their part of the official opening and closing ceremony.

___ 8. The chapter used the official FFA Secretary's and Treasurer's books.

___ 9. All chapter officers have for their personal use the revised edition of the FFA manual and all members have access to revised manuals. Total number of manuals in chapter __________.

___ 10. Official FFA jackets are owned by several members of the chapter. No. of officers with jackets _______; number of members with jackets __________.

___ 11. Chapter conducted one major activity during National FFA Week, which was appropriate to the occasion. What was done? ____________________

____

___ 12. The chapter officers (or governing body) met at least once per month during the school year and once during the summer. Number of meetings held during the year. ________

___ 13. The official FFA ceremonies were used in conferring Greenhand and Chapter Farmer Degrees.

___ 14. All chapter officers received special training for their respective positions. Approximate average number of hours ______, number of sessions __________.

___ 15. All members are acquainted with the history, organization, and the aim and purpose of the FFA.

___ 16. Chapter sent representatives to sub-district, or district FFA meetings.

___ 17. Chapter sent official representatives to the State FFA Convention.

___ 18. Chapter members have made a study of Parliamentary Procedure. Approximately the average number of hours per member ____________________.

___ 19. Held an FFA banquet or a similar activity in honor of parents.

___ 20. Chapter provided awards and recognition for members with outstanding farm programs.

___ 21. Chapter had six or more articles this year in local newspapers or other publications.

___ 22. Chapter held a local public speaking contest.

___ 23. Describe one activity not covered above.

Fill in if your chapter met item #1 & 19 of the remaining 22 on pages 6 & 7. A Chapter must meet at least 19 of the following 25 requirements, plus the requirements for a Standard Chapter to qualify for a SUPERIOR Chapter rating.

OBJECTIVES

___ 1. Held at least 12 meetings per year, including two summer meetings.

___ 2. Kept the official paraphernalia displayed attractively in the chapter meeting room (classroom).

___ 3. Each chapter member has an FFA manual and the official FFA pins or charms symbolic of the highest degree achieved to date.

___ 4. The chapter, each year, confers the Honorary Chapter Degree upon adults who are deserving of the recognition. Number of honorary degrees conferred during the past year.

___ 5. All regular officers hold the Chapter Farmer Degree (applies only to chapters established two years or more).

___ 6. National FFA Foundations were presented to chapter members in at least two of the following areas:

Chapter Star Farmer _______	Dairy Farming ____________
Soil/Water Mgmt. _________	Farm Mechanics ___________
Electrification ___________	Public Speaking __________
Livestock Farming _________	Crop Farming _____________

___ 7. Chapter members placed exhibits at fairs, store windows, shows, or similar events. Number of members exhibiting _________. Did chapter have an educational exhibit? ____________

___ 8. Chapter earned sufficient money to adequately finance its activities. Amount raised (including dues)___________

___ 9. Chapter had a participant in the county, district, or state FFA Public Speaking Contest.

___ 10. Chapter represented in a judging contest conducted or approved by the State Association.

___ 11. All members in the chapter (one per family) subscribe to the National FFA Magazine.

___ 12. Chapter conducted a community Natural Beauty and Conservation project.

___ 13. Chapter officers recited from memory their part in the official Honorary Degree Ceremony when the ceremony was held.

___ 14. Attendance at the chapter's meetings averaged in excess of 80% of the membership enrolled in high school.

___ 15. Chapter submitted the credentials of a qualified candidate for the State or American Farmer Degree. (Applies to chapters established more than three years.)

_ 16. Chapter had a group which participated in the FFA Parliamentary Procedure and/or Chapter Meeting Contest, or which gave a public demonstration of Parliamentary Procedure.

_ 17. Chapter officers or other representatives attended a county, district, or State Leadership training school or conference.

_ 18. Chapter maintained a scrapbook of important publicity and other information.

_ 19. Chapter participated in a radio or television broadcast.

_ 20. A chapter planned and conducted an educational tour, picnic, camping trip, or similar activity for members.

_ 21. Chapter representative(s) attended all sessions of the National FFA Convention.

_ 22. Chapter used official FFA stationery.

_ 23. Chapter membership equal to 100% of the net vocational agriculture enrollment in high school. Number of students in vocational agriculture (net enrollment) ______________; Total FFA membership ________________.

_ 24. Chapter participated in at least one plan of the FFA Calendar Program.

_ 25. The chapter had at least one member to attend the FFA Leadership Training Camp last summer. Number of members that attended ______________________.

CERTIFICATION: We hereby certify that the above claims and information reported in behalf of this chapter are true and accurate.

______________________________ ______________________________

CHAPTER PRESIDENT CHAPTER SECRETARY

____

CHAPTER ADVISOR

APPENDIX D

Explanation of Scale for Measuring Socio-Economic Status of Student

APPENDIX D

SCALE FOR MEASURING SOCIO-ECONOMIC STATUS OF STUDENTS
(Based upon scale composed by Welton[1])

A. Education of head of house (scoring based upon scale developed by Everson[2]):

Highest Grade Completed	Weighted Score
None or some grade school	2
Completed grade school	4
Some high school but did not graduate	6
Graduated from high school	8
Some college, business or vocational school after high school	10
Graduated from a four year college	12
Has earned a masters degree	14
Has earned a doctors degree	16

B. Family possessions (scoring based upon scale developed by Everson[3]):

Possessions	Weighted Score
Weekly news magazine	1
Checking account in bank	1
Record player, hi-fi, or stereo	1
Clothes dryer	1
Automatic clothes washer (no wringer)	1
Television set (black and white)	1
Television set (color)	1

Set of encyclopedias	1
Automobile, 1971 or newer	1
Daily newspaper	1
Dictionary	1
Wall to wall carpet in the living room	1
Running hot water	1

C. Occupation of head of house (scoring based upon Warner, Meeker, and Eells[4] Occupation Scale. Description of occupation follows the scheme devised by Coleman[5]):

Description of Occupations	Weighted Score
Farm or ranch manager or owner	10
Tenant farmer	6
Migrant farm worker on one or more than one farm	4
Technical - such as draftsman, surveyor, agricultural technician, laboratory technician, etc.	12
Official - such as manufacturer, officer in a large company, banker, government official, inspector, etc.	14
Manager - such as sales manager, store manager, office manager, factory supervisor, etc.	12
Proprietor or owner - such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.	12
Semi-skilled worker - such as factory machine operator, bus or cab driver, meat cutter, farm machinery operator, etc.	6
Clerical worker - such as bank teller, bookkeeper, sales clerk, office clerk, secretary, mail carrier, etc.	6

Service worker - such as barber, waiter, maid, etc.	6
Protective worker - such as policeman, detective, sheriff, fireman, etc.	6
Salesman - such as real estate or insurance salesman, factory representative, fertilizer sales and service, etc.	10
Workman or laborer - such as factory or mine worker, fisherman, filling station attendant, farm worker on one farm, etc.	2
Professional - such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, teacher, etc.	14
Skilled worker or foreman - such as baker, carpenter, tailor, electrician, mechanic, plumber, plasterer, foreman in a factory or on a farm, etc.	8

Socio-economic status score is the total of the education, possessions, and occupation scores. The highest possible score a student could receive would be 42.

---

[1] Richard Welton. "Relationship of Student Characteristics and Program Policies to Participation in the FFA." Ph.D. Dissertation, The Ohio State University, Columbus, 1971, p. 204-207.

[2] Norman O. Everson, "Factors Affecting Participation in Voluntary Organizations by Rural Youth of Differential Socio-Economic Status Levels." (unpublished Ph.D. Dissertation, University of Wisconsin, 1973), p. 194-196.

[3] Ibid.

[4] W. Lloyd Warner, Marchis Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, 1949), p. 121-159.

[5] James S. Coleman, Equality of Educational Opportunity (Washington, D.C.: Government Printing Office, 1966), p. 470-479.

EXAMPLE PROFILES OF STUDENTS WITH "LOW" AND "HIGH" SOCIO-ECONOMIC STATUS SCORES

A. Profile of a student with a "low" socio-economic status score:

	Score Card Value
The highest educational level attained by the student's father was to complete grade school	4
Family possessions or items found in the home include: an automatic clothes washer, a color television set, and a dictionary	3
The student's father is employed as a workman or laborer	2
Total Socio-economic Status Score	9

B. Profile of a student with a "high" socio-economic status score:

	Score Card Value
The highest educational level attained by the student's father was to graduate from a four year college	12
Family possessions or items found in the home include: a weekly news magazine, a record player, an automatic clothes washer, a color television set, a set of encyclopedias, an automobile (1971 or newer), a daily newspaper, a dictionary, wall to wall carpeting in the living room, and running hot water	11
The student's father is employed in a professional occupation	14
Total Socio-economic Status Score	37

APPENDIX E

Explanation of Scale for Measuring Extent of Participation in FFA Activities

APPENDIX E

SCALE FOR MEASURING EXTENT OF PARTICIPATION IN FFA ACTIVITIES[1]

Kind of Participation	Weighted Score
A. Attendance at chapter meetings	
Always	4
Sometimes	2
Once in a while	1
Never attend	0
B. Highest office held in chapter	
Regular officer	4
FFA class officer	3
Assistant to regular officer	2
Did not hold office	0
C. Chapter committee work	
Chairman of program of activities	4
Chairman of other committee	3
Member of program of activities	2
None at all	0
D. Chapter activities (for each activity)	1
E. District or area activities (for each activity)	2
F. State activities (for each activity)	3
G. National activities (for each activity)	4

---

[1] Developed by Richard F. Welton and J. Robert Warmbrod.

Extent of participation in FFA activities score is the total degree of member participation in chapter, district, state, and national activities.

EXAMPLE PROFILES OF VOCATIONAL AGRICULTURE STUDENTS WITH "LOW", "MEDIUM", AND "HIGH" EXTENT OF PARTICIPATION SCORES

A. Profile of an FFA member with a "low" extent of participation score in FFA activities. During the year, this member:

	Score Card Value
Attended about one-half of the chapter meetings	2
Participated in the state creed speaking contest	3
Total Participation Score	5

B. Profile of an FFA member with a "medium" extent of participation score in FFA activities. During the year, this member:

	Score Card Value
Attended all chapter meetings	4
Was a member of the program of activities committee	2
Participated in the following chapter activities: public speaking and two judging contests	3
Participated in the following state activities: poultry judging, the state fair, and attended the state convention	9
Total Participation Score	24

D. Profile of an FFA member with a "high" extent of participation score in FFA activities. During the year, this member:

	Score Card Value
Attended all chapter meetings	4
Served as a regular chapter officer	4
Was a chairman of the program of activities committee and chairman of another chapter committee	7
Participated in the following chapter activities: chapter safety, parliamentary procedure, agricultural demonstrations, and three judging contests	6
Participated in two judging contests on the district level	4
Participated in the following state activities: one judging contest, one agricultural proficiency award, the state fair, attended state convention and leadership training	15
Total Participation Score	40

APPENDIX F

Student Measuring Instrument

APPENDIX F

THE OHIO STATE UNIVERSITY
DEPARTMENT OF AGRICULTURAL EDUCATION
Columbus, Ohio

STUDENT QUESTIONNAIRE

Student Name____
Last First Middle

Name of High School____________________________________

City_________________________State_________________

INSTRUCTION FOR COMPLETION

On the following pages of this questionnaire, you will find a series of questions concerning your background and your participation in various high school activities. This is not an examination. Please answer each question to the best of your knowledge. It is essential that you read the instructions for each question carefully before responding. In some instances, only one answer will be required. Other questions will require several responses. Please answer all questions completely. When the word "other" is the appropriate answer, write your response in the space provided. All of your answers will remain confidential. If you have any specific questions, ask your teacher for assistance.

Do not write in this space	Student Test Number
___ ___ ___ 6 7 8	

SECTION A: General Information on Student

Name of High School______________________

Are you enrolled in Vocational Agriculture? (Check One)
YES____ NO_____

DO NOT WRITE IN THIS SPACE

9 1. Including this year, I have been enrolled in Vocational Agriculture for (Check One)

_____a. 0 year
_____b. One year
_____c. Two years
_____d. Three years
_____e. Four years

10 2. Are you a member of the FFA for the 1981-82 school year?

_____a. Yes
_____b. No

11 3. How far did your father, supporting parent or guardian go in school? (Check One)

_____a. None or some grade school
_____b. Completed grade school
_____c. Some high school, but did not graduate
_____d. Graduate from high school
_____e. Some college, business or vocational school after high school
_____f. Graduated from a four year college
_____g. Has earned a master degree
_____h. Has earned a doctors degree
_____i. I don't know

4. From the following list of items, please indicate those which your family possesses or which are found in your home. (Check those which apply)

12 _____a. Weekly news magazine
13 _____b. Checking account in bank
14 _____c. Record player, Hi-fi, or stereo
15 _____d. Clothes dryer
16 _____e. Automatic clothes washer (no wringer)
17 _____f. Television set
18 _____g. Set of Encyclopedias
19 _____h. Automobile, 1978 or newer
20 _____i. Daily Newspaper
21 _____j. Dictionary
22 _____k. Wall to wall carpet in the living room
23 _____l. Running hot water

5. What work does your father, supporting parent or guardian do? You may not find his exact job listed, but check the one that comes closest. If he is now out of work or if he is retired, mark the one that he usually did. Mark only his main job, if he works on more than one. (Check One)

24 25

______a. Farm or ranch manager or owner
______b. Tenant Farmer
______c. Migrant farm worker on one or more than one farm
______d. Technical--such as draftsman, surveyor, agricultural technician, etc.
______e. Official--such as manufacturer, officer in a large company, banker, government official, inspector, etc.
______f. Manager--such as sales manager, store manager, factory supervisor, etc.
Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
______g. Semiskilled worker--such as factory machine operator,bus or cab driver, meat cutter, etc.
Clerical worker --such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, etc.
Service worker--such as barber, waiter, etc.
Protective worker--such as policeman, detective, sheriff, fireman, etc.
______h. Salesman--such as real estate or insurance salesman, factory representative, etc.
______i. Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, etc.
______j. Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, teacher, etc.
______k. Skilled worker or foreman--such as baker,carpenter, tailor, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, foreman in a factory or mine, etc.
______l. I don't know

DO NOT WRITE IN THIS SPACE

v6

26 27

DO NOT WRITE IN THIS SPACE

6. ______ITS 28 29 30 v7

7. ______HSPA 31 32 v8

8. During the past year, I participated in the following non-school and school activities. (For each activity in which you participated, 1)place a check in the space to the left of the specific activity and then 2)circle the number to the right which best describes the extent of your participation in that activity. The extent of participation is indicated by the following scale.)

DO NOT WRITE IN THIS SPACE

	Activities	Very Active 4	Fairly Active 3	Not Very Active 2	Little or No Activity 1
		Extent of Participation			
33 34	NON-SCHOOL ACTIVITIES (v9)				
	___a. Church	4	3	2	1
	___b. 4-H Clubs	4	3	2	1
	___c. Softball League	4	3	2	1
	___d. Baseball League	4	3	2	1
	___e. Scouts	4	3	2	1
	___f. Junior Achievement	4	3	2	1
	___g. Other	4	3	2	1
	________ (Please state)	4	3	2	1
	________ (Please state)	4	3	2	1
	___h. I did not participate in any non-school activities				
35 36	SCHOOL (v10)				
	___i. Band or glee club	4	3	2	1
	___j. Dramatics	4	3	2	1
	___k. VICA	4	3	2	1
	___l. Journalism club	4	3	2	1
	___m. Science club	4	3	2	1
	___n. Student government	4	3	2	1
	___o. Varsity sports	4	3	2	1
	___p. Other	4	3	2	1
	________ (Please state)	4	3	2	1
	________ (Please state)	4	3	2	1
	___q. I did not participate in school activities	4	3	2	1
37 38	TAS (v11)				

SECTION B: Information Requested from Vocational Agriculture Students Who Are FFA Members for the 1981-82 School Year

This section is to be completed by FFA MEMBERS ONLY.

16. Last year, I attended chapter meeting (Check One)

___a. Always (attended all meetings)
___b. Sometimes (attended about one-half)
___c. Once in a while (attended a few)
___d. Never attended meetings

17. The highest office I held in the chapter last year was (Check One)

___a. A regular chapter office
___b. An assistant to a regular chapter office
___c. An FFA class office (such as Junior FFA, Vocational Agriculture 11 class, Ornamental Horticulture, and etc.)
___d. I did not hold an office

18. Last year, I participated in chapter committee work as (Check those which apply)

___a. A member of program of activities committee
___b. A chairman of program of activities committee
___c. A chairman of other committees besides the program of activities
___d. None at all

19. During the past year, I participated in the following CHAPTER ACTIVITIES. (Check those which apply)

___a. Creed speaking
___b. Public speaking
___c. Soils speech
___d. Parliamentary procedure
___e. Extemporaneous speaking
___f. FFA judging contests (such as livestock, dairy, soils, ag. skills--list those contests in which you participated below)

______________________________ 1)
please state

______________________________ 2)
please state

______________________________ 3)
please state

___g. FFA Agricultural proficiency and establishment in farming awards (such as Chapter Star Farmer, Agricultural Electrification, Crop Farming--list those areas in which you participated below)

__________1)
(please state)

__________2)
(please state)

__________3)
(please state)

___h. I did not participate in chapter activities

DO NOT WRITE
39 40
TCS (v12)

20. During the past year, I participated in the following FFA activities on the DISTRICT OR REGIONAL LEVEL. (Check those which apply)

___a. Creed speaking
___b. Public speaking
___c. Parliamentary procedure
___d. Extemporaneous speaking
___e. FFA judging contest (such as livestock, dairy, soils--list those contests in which you participated below)

__________1)
(please state)

__________2)
(please state)

__________3)
(please state)

___f. I did not participate in district or regional activities

DO NOT WRITE IN THIS SPACE
41 42
TDRS (v13)

21. During the past year, I participated in the following STATE ACTIVITIES. (Check those which apply)

___a. Creed speaking
___b. Public speaking
___c. Parliamentary procedure
___d. Extemporaneous speaking
___e. FFA judging contest (such as livestock, dairy, agricultural mechanics--list those contests in which you participated below)

__________1)
(please state)

__________2)
(please state)

__________3)
(please state)

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___f. FFA agricultural proficiency and establishment in farming awards (such as State Agribusinessman, Poultry Production, Home Improvement --list those areas in which you participated below)

_______________________1)
(please state)

_______________________2)
(please state)

_______________________3)
(please state)

___g. State fair
___h. Chapter delegate to state convention
___i. Attended state convention
43 44 ___j. State FFA leadership camp
___k. Leadership or officer training sessions
TSS ___l. Ran for state FFA office
(v14) ___m. I did not participate in state activities

22. During the past year, I participated in the following NATIONAL ACTIVITIES. (Check those which apply)

___a. Attended national convention
___b. Member of national band
___c. Member of national chorus
___d. Public speaking
___e. Judging contest_______________________
(please state)
___f. FFA agricultural proficiency award applicant
____
(please state)
___g. I did not participate in national activities

45 46
TNS (v15)

47 48
TFPS (v16)

SECTION C: Please read carefully each question and choose the most appropriate answer. Fill in the answer on the computer answer sheet. Do not write the answer or make any marks on the following pages with the questions.

1. You are attending a business meeting of your organization. A motion is made to send delegates to the State Convention. You are not sure that this is wise use of chapter money and you are not ready to vote. What would you do when the chairman asked for discussion?

 (a) I would appeal the decision of the chair.
 (b) I would rise to the point or order.
 *(c) I would move that the motion be referred to a committee.
 (d) I would move to suspend the rules.

2. You are the chairman of a business meeting and a member moves to reconsider a motion. What would you say to the member?

 (a) Is your motion in order?
 *(b) Did you vote on the prevailing side?
 (c) What motion would you like to reconsider?
 (d) Did you clear this motion with the executive committee?

3. After the discussion on a motion, the chairman says, "All in favor of the motion say 'Aye'. All who object to the motion say 'No'." The voice vote sounds like the same number of people voted for the motion as against the motion. The chairman announces, "The motion lost." Which of the following actions could you take to see if the chairman's decision was correct?

 *(a) Rise and say, "Mr. Chairman, I call for a division of the house."
 (b) Rise and say, "Mr. Chairman, I rise to a point of order."
 (c) Rise and say "Mr. Chairman, I move that we reconsider the motion."
 (d) Rise and say, "Mr. Chairman, I appeal from the decision of the chair."

4. A motion was made at a meeting to have a party. However, the time or place of the party was not announced and you had recommendations for both. Which of the following would be the most appropriate for you to do?

    (a) Rise and say, "Mr. Chairman - chairman recognizes member - Mr. Chairman, I think we ought to amend the motion that the party be at such a time and such a place."
    *(b) Rise and say, "Mr. Chairman - chairman recognizes member - Mr. Chairman, I move to amend the motion that the party be at such a time and such a place."
    (c) Rise and say, "Mr. Chairman - chairman recognizes member - Mr. Chairman, I make a motion that the meeting be at such a time and such a place."
    (d) Rise and say, "Mr. Chairman - chairman recognizes member - Mr. Chairman, since a time and place for the party was not set, I would like to amend the motion that the party be at such a time and such a place.

5. You are the chairman of a business meeting and during the discussion of a motion, someone in the audience says, "Question." What would you do?

    (a) Ask the member what question he has.
    (b) Tap the gavel and ask for order.
    (c) Refer to the secretary's minutes to answer the question.
    *(d) Say that the question has been called and we will proceed to vote.

6. A motion is being discussed that you as a member in the audience know can not be resolved quickly. You want to proceed with further business so that there will be no further discussion on the motion. Which of the following actions is the most appropriate?

    (a) Move to adjourn the meeting.
    (b) Move to refer the motion to a committee.
    *(c) Move to table the motion.
    (d) Move to amend the motion.

7. You are the chairman in a business meeting and a member moves to suspend the rule that says that money can not be spent that is not in the budget. What would you say next?

    *(a) This motion is undebatable, can not be amended and requires a 2/3 majority vote.
    (b) This motion can be amended and requires a 2/3 majority vote.
    (c) This motion is debatable, can be amended and requires a simple majority.
    (d) This motion on financial matters can not be suspended since it is the duty of the Finance Committee.

8. You are the chairman in a business meeting and member starts discussing a motion that has been tabled. Which of the following is the most appropriate?

   (a) Say, "Is there a second to the discussion?"
   (b) Say, "Is there any more discussion on the tabled motion?"
   *(c) Say, "Mr. Speaker, you are out of order."
   (d) Say, "Mr. Speaker, would you like to amend the motion?"

9. If I were the leader of a group and I wanted an effective and efficient organization, I would organize the group as follows:

   *(a) The club would determine goals, ways and means of reaching them, then someone would be appointed to chair a committee which would be responsible for each goal and determining when the activity will be conducted.
   (b) The club would determine goals, ways and means of reaching them, then all club members would work together on all committees and projects.
   (c) The club would determine goals, ways and means of reaching them, then each member would be responsible for each activity that the group conducts.
   (c) The club would determine goals, ways and means of reaching them, then the officers would be responsible for all the major activities.

10. Your club advisor asks you to speak to the local Rotary Club on your chapter's activities. Which of the following best describes what you will do?

   (a) I will make a few informal comments, introduce my topic and recite my prepared speech being careful not to miss a word.
   (b) I will recite my prepared speech being careful not to miss a word. To avoid stage fright, I will look slightly above the audience to the wall behind them.
   *(c) I will make a few informal comments, introduce my topic and refer to note cards when necessary as I talk to the group about our club's activities.
   (d) I will make a few informal comments, introduce my topic and ask if there are any questions before I start my speech.

11. The school board has decided to drop school bus service from your school. You feel very strongly that something else should be dropped first. What will you do?

    (a) Call the superintendent in order to be placed on the agenda at the next school board meeting in order to voice your concerns and tell them of their mistakes.
    *(b) Call as many people together as possible, plan for the group to be on the agenda at the next school board meeting, encourage them to call and meet other people and invite them to the next school board meeting.
    (c) Call the superintendent and tell him to change his decision or you will have a group of concerned citizens at the next school board meeting.
    (d) Calling the superintendent or school board could make matters worse. I would wait and let the school board see how bad their decision was.

12. The group in which you are the leader is not taking part in the discussion. You have to get things to moving. Which of the following would you do?

    (a) I would ask the teacher or advisor to ask members specific questions in order to inspire confidence in order to get the group to take part in the discussion.
    (b) I would call on the officers of the club to ask members specific questions in order to inspire confidence in the members so that the members would join the discussion with their various abilities, comments or suggestions.
    (c) I would call on the officers of the club to divide the group into six groups and have each officer lead a discussion of the smaller groups.
    *(d) I would ask members specific questions, ask for specific comments or suggestions, and develop opposing views if necessary to get the members to join into the discussion.

13. If you were a member of a club and you wanted to be a good member and eventually a good leader, which of the following would be the most appropriate activities from the freshman through senior years?

    *(a) Freshmen, committee member; sophomore, committee chairman; junior, club officer; senior, club officer.
    (b) Freshmen, club member; sophomore, club officer; junior, club officer; senior, club officer.
    (c) Freshmen, committee chairman; sophomore, committee chairman; junior, club officer; senior, club officer.
    (d) Freshmen, committee member; sophomore, committee member, junior, committee member; senior, committee chairman or officer.

14. You are leading a group and the group keeps getting off the subject and wasting time. Several important items have to be discussed and acted upon at that meeting. What would you do?

*(a) Tell the group which items of business had to be addressed during the meeting. I would then appoint a committee that would meet and present a recommendation on each item of business during the meeting to be voted upon at the meeting.
(b) Tell the group which items of business had to be addressed during the meeting and have the group start discussing all the items of business at the same time.
(c) Tell the group which items of business have to be addressed and discuss those items of business which the members desired to discuss.
(d) Tell the group which items of business had to be addressed and appoint a committee to take whatever action on the items of business that the committee decided before the next meeting.

15. The club in which you are president is selling oranges as a money making project. Your club has taken orders for the oranges from customers before ordering them. The oranges are supposed to arrive December 10. The students are out of school December 14. You received a call from Florida saying the oranges will arrive December 17. What will you do?

(a) I will call the customers and tell them the oranges will arrive too late and you had to cancel the order.
(b) I will have the club members call the customers to which they sold oranges and tell them the oranges will be arriving too late and you had to cancel the order.
*(c) The customers will be contacted by someone in the club and told that their oranges will be delivered as soon as possible.
(d) You will call a meeting of the club and get their approval before you call Florida and cancel the order.

16. Each organization has or at least should have a constitution and/or by-laws. However, you are the leader at a meeting of your organization and some members want to do some things that the constitution does not permit. Which of the following is the most appropriate for you to do?

*(a) Tell the group that if they are not satisfied with the constitution and/or by-laws, they can be amended as long as two-thirds of the group votes for the amendment.
(b) Tell the group that if they desire to do something, they can do it regardless of the constitution and/or by-laws since it is their meeting.
(c) Tell the group that if they are not satisfied with the constitution and/or by-laws, they can be amended as long as a majority of the group votes for the amendment.
(d) Tell the group if they are not satisfied with the constitution and/or by-laws, they do not have to adhere to the constitution and/or by-laws if some rule is not appropriate.

17. You were assigned the responsibility to plan the agenda for the next meeting of your organization. Which of the following is the most appropriate?

    (a) Opening ceremony or call to order, speaker at program, unfinished business, new business, roll call of members and guest, minutes of previous meeting read, reports, closing ceremony or adjournment.
    (b) Opening ceremony or call to order, new business, unfinished business, minutes of previous meeting, speaker at program, reports, roll call of members and guest, closing ceremony or adjournment.
    (c) Opening ceremony or call to order, new business, unfinished business, speaker at program, roll call of members and guest, reports, minutes of previous meeting read, closing ceremony or adjournment.
    *(d) Opening ceremony or call to order, roll call of members and guest, minutes of previous meeting read, reports, unfinished business, new business, speaker at program, closing ceremony or adjournment.

18. An effective group leader uses techniques or strategies that makes him/her successful. Which of the following techniques do you feel that a group leader should use to get things done?

    *(a) Create the feeling within his/her group that he/she, as a leader, is a part of and not a part from the group.
    (b) The leader manipulates that group so that they decide upon the pre-establishment goals.
    (c) Tell the members of the group what they should do and how they should do it.
    (d) Create the feeling within the group that the leader is a part from and not a part of the group.

19. You are the chairperson at a meeting of your organization. There are limited funds in the organization's account and several items are needed. You feel absolutely positive that the organization should buy a basketball goal so that the members and you can play basketball on evenings and weekends. Which of the following would you do?

    (a) I would have a member in the audience make a motion to buy a basketball goal. I would ask for an oral vote and say that it passed.
    (b) Before the meeting I would find other members who wanted the basketball goal to serve on a committee. During discussion of a motion on expenditure of funds, I would have another member refer this motion to a special committee with the power to act. I would get the basketball goal this way.
    (c) I would tell the group the importance of the basketball goal and why it is necessary in order to persuade them to buy it.
    *(d) I would not do anything to change the wishes of the group and the normal voting process regardless of my wishes.

20. You attended a club meeting and you were wanting the club to send flowers to the principal's wife who is in the hospital. The club voted not to send the flowers even though you voted to send the flowers. What would you do?

 (a) Move to reconsider the motion.
 (b) Express my feelings after the vote.
*(c) Support the majority decision of the group.
 (d) Tell the principal that you did not agree with the group's decision.

21. The local radio station asks a certain organization what it is doing. The response is the responsibility of the:

 (a) President
 (b) Club Advisor
 (c) Secretary
*(d) Reporter

22. One of the duties of the vice president is:

 (a) Preparing the agenda for each meeting.
*(b) Coordinating the work of committees.
 (c) Coordinating the activities of the chapters.
 (d) Checking the roll at meetings.

23. During the meetings of a student organization at school, who has the responsibility of appointing committees and keeping members on the topic being discussed?

 (a) Faculty sponsor or advisor
*(b) President
 (c) Secretary
 (d) Vice President

24. One of the duties of the sentinel or sergeant-at-arms is to:

*(a) Prepare the meeting room.
 (b) Prepare, post and distribute motions.
 (c) Prepare to be the official representative of the chapter.
 (d) Prepare membership cards.

25. The officer that keeps member attendance and compiles club reports is the:

 (a) President
 (b) Sentinel or Sergeant-at- Arms
*(c) Secretary
 (d) Reporter

26. Any organization needs a method of selecting good officers. Which of the following methods do you think is the most appropriate?

*(a) Have candidates submit written applications and be interviewed by a nominating committee and the existing officers. The slate of new officers which was selected by the nominating committee and existing officers will be presented to the organization to be voted upon by the total organization.
(b) Have candidates submit written applications, be interviewed by the club advisor, and have a slate of officers presented to the total organization to be voted upon by the total organization.
(c) Have candidates submit written applications meeting certain qualifications, be interviewed by a nominating committee and a group of officers and presented to the organization as the newly elected officers for the following year.
(d) Have candidates submit written applications after they have been nominated from the floor. The nominating committee and officers then presents the candidates to the club for ratification.

27. An appropriate method of installing officers is to:

*(a) Have an official ceremony in which each outgoing officer greets and challenges the new officers.
(b) The new officers in a ceremony tells how he can do better than last year's officers.
(c) Have an official ceremony in which each outgoing officer tells the club of their outstanding accomplishments.
(d) Have an official ceremony in which each outgoing officer gives a justification of why any predetermined goals were not accomplished.

28. The primary purpose of a nominating committee is to:

(a) Save time in the officer election process in order to produce the best possible candidates.
(b) Ratify nominations from the floor during an officer election in order to produce the best possible candidates.
(c) Encourage participation from all members during an officer election in order to produce the best possible candidates.
*(d) Study the candidates applications and interview candidates in order to produce the best possible slate of candidates.

29. Suppose that you are president of the DECA Club (Distributive Education Clubs of America) which stresses salesmanship and communication. As president of the 100 member club that needs money, you want your members to select a money making project in which the total membership can earn while they learn. Which of the following money making projects would be the most appropriate?

    *(a) Selling a good product in which all members are given a quota of a certain number to sell.
    (b) Have a barbecue supper in which all members are given the opportunity to assist in any way that they can.
    (c) Have selected members with the appropriate skills build projects and sell them.
    (d) Run the concession stand at home ball games by members that are not working or playing ball.

30. Your club is selling citrus fruit in a money making project. As you approach a prospective buyer, the most appropriate thing to say would be:

    (a) Our club is selling citrus fruit to raise money for extra supplies. Do you want to buy any?
    (b) Do you want to buy any citrus fruit in order to help our club raise money for extra supplies?
    *(c) Our club is selling citrus fruit this year to raise money for extra supplies. Would you like oranges, tangelos or grapefruit?
    (d) We have to sell fruit in our club to raise money for extra supplies. What type of citrus do you want?

31. You had 10 dairy cows on January 1 worth $8,000. On December 31, the same cows were worth $10,000. The extra $2,000 would be classified as:

    (a) Ending inventory
    *(b) Gain in inventory
    (c) Expense
    (d) Income of products sold

32. Two hundred bales of hay had to be purchased for the cows. This transaction would be recorded as a:

    (a) Beginning inventory
    (b) Depreciation
    (c) Gain in inventory
    *(d) Non-capital expense

33. In a record book, the item "sold 3 calves for $100 each" would be entered as:

    (a) Non-capital expense
    *(b) Non-capital income
    (c) An item in the inventory
    (d) A depreciation item

34. You have 40 dairy cows that you are milking twice daily. You get sick with the flu and have 102° temperature. It is 4:30 in the morning and it is time to milk the cows. I would:

    (a) Stay in bed, take aspirin and drink plenty of fluids.
    (b) Stay in bed and go to the doctor as soon as the office opens.
    *(c) Milk the cows and then take appropriate actions.
    (d) Milk the cows once I got to feeling better.

35. Suppose that you are a mechanic. You are working on a tractor that would take two days to repair. The owner of the tractor has made special arrangements to use the tractor in two days and he could lose several hundred dollars if the tractor is not repaired. However, due to unforeseen problems, the tractor can not be repaired in two, 8 hour work days. What are you going to do?

    (a) I will tell the owner of the tractor that I am sorry, but I could not help it.
    (b) I will tell the owner that the failure for not getting the tractor repaired was due to someone else and that I did not mean to deceive him.
    (c) I will deduct part of the repair bill since I told the owner that his tractor would be repaired.
    *(d) If it takes 20 hours a day to get the tractor repaired and a loss of money on my part, the tractor will be repaired.

36. Your job hours are from 8:00 a.m. to 5:00 p.m. However, today you completed your task in the greenhouse at 4:15 p.m. What are you going to do with the extra 45 minutes before quitting time?

    (a) Since I got through with my work early because of fast work, I will ask my employer if I can go home early.
    (b) Since I got through with my work early, I will pretend that it takes till 5 o'clock to get the job completed.
    (c) Since I got through with my work early, I will go home early after properly checking out.
    *(d) Since I got through with my work early, I will do some extra cleaning or help another worker.

37. John and Paul were new employees in a nursery. Both of them pitched in and tried to do jobs without being told. One day John rearranged the displays and Paul repotted many of the plants. The supervisor praised both of them for their initiative. However, the supervisor suggested that John put the same kind of plants together next time and urged Paul to clean up the materials left during the repotting. With which of the following responses do you most closely agree?

(a) The supervisor should not have told them how to improve, especially since both of them pitched in and tried to do jobs without being told.
(b) The supervisor should have corrected both John and Paul for doing jobs without being told.
(c) John had worked hard and resented the criticism. He rearranged the plants the way he wanted to the next time, ignoring his supervisor's suggestion.
*(d) Paul listened to the supervisor and made sure he cleaned up after himself the next time.

38. Work means many things to many people. Which of the following statements best describes your thoughts about work?

*(a) I think of work as an opportunity to earn money and learn new things.
(b) I think of work as something that everyone must do.
(c) I think of work as keeping up with the hours I work and receiving a paycheck.
(d) I think of work as a way to make a living.

39. Your boss had to be out of town and asked you to open the store at 8:00 a.m. the next day. It started snowing that evening before you went to bed and five inches of snow had fallen on your country road by the next morning. Which of the following best describes what you would do?

(a) Call the boss at his out-of-town number and tell him that you think the roads are too dangerous to get to work.
(b) Call a friend that is close to the business and ask him to post a sign saying that the store is closed due to bad weather.
*(c) Get up early and get an early start to allow for any trouble that you may have due to dangerous road conditions.
(d) Don't call the boss or the friend to post a sign. The boss will not expect you to be at work if the roads are somewhat dangerous.

40. Suppose that you were raising and showing horses. Which of the following statements best describes your goals?

    *(a) I want my horses to look their best and perform their best at all times regardless of whether they win or lose.
    (b) I want my horses to win the best way that they can at all times.
    (c) Winning is not part of the game in raising show horses. Winning is everything.
    (d) I want my horses to impress the judges and place high in each show whether they deserve it or not.

41. As you work at your job, you think about how you will spend or invest your money. Which of the following best describes your thoughts?

    (a) I would save my money in order to buy a brick house or a big farm.
    (b) I would save my money and have a big party for all my friends.
    (c) I would save my money in order to buy an expensive sports car.
    *(d) I would save my money and invest it in some livestock or something else to reach future goals.

42. Your teacher has always told you never to weld without a welding helmet and gloves. You are to meet your teacher at the State Welding Contest and he doesn't get there due to car trouble and he has your welding helmet and gloves. What will you do?

    (a) Don't let your school and teacher down, go on and weld without the helmet and gloves.
    *(b) Don't weld unless you can borrow the helmet and gloves from another person.
    (c) Don't weld unless you can get permission from the judge to weld without your welding helmet and gloves.
    (d) Don't let the teacher's car trouble stop you from welding without using the helmet and gloves; the contest means too much to you, your teacher, your school and your parents.

43. Due to uncontrollable circumstances, you have several events on one day and you cannot miss any of them without hurting someone's feelings, letting your friends down, or hurting your grades. The events that you have are final tests at 8:00 a.m. and 10:00 a.m., a surprise party at 2:00 p.m. which you organized for your favorite teacher who is retiring, your brother's wedding at 5:00 p.m. and competing for the State Public Speaking Championship at 8:00 p.m. Luckily all events are within 30 miles of each other. What is your reaction?

*(a) I consider this a challenge, I will start planning early and do my very best.
(b) I consider this a challenge, but something will just have to be left out.
(c) No one, regardless of the situation, should be expected to do all these things in one day.
(d) If I have to attend all the events, I will be there; but, I hope no one expects too much.

44. When one competes in a contest, one should:

(a) Show their emotions when they lose and show their emotions when they win.
(b) Want to win any way they can.
*(c) Act humble when they win and when they lose, they should act nice.
(d) Exhibit their emotions and say what they honestly think and feel after the contest is over.

45. Suppose that you were competing in the State Public Speaking Contest. You placed second and in your opinion the judge made a bad mistake by not catching the winner's mistakes. Which of the following is the most appropriate action.

(a) File a formal protest and have the appropriate officials listen to the tapes of the speech again.
(b) Have a meeting with the judge and be specific as to where he/she was wrong.
*(c) Congratulate your opponent on a fine performance.
(d) Ask your opponent if he is willing to have another contest since the judge errored.

46. If you were the faculty advisor of a club, and you wanted proper recognition given to the club, which of the following activities could be used to best win community support for your club:

    (a) Send articles to the local newspaper about what you plan to do in your club.
    (b) Ask for support from the community in articles sent to the local newspaper.
    (c) Write about the smarter students in the club through articles sent to the local newspaper.
    *(d) Participate in contests and special events and send the articles to the newspaper about the accomplishments of your group.

47. During early December you get home from school around 3:30 p.m. and it gets dark around 5:15 p.m. You have about an hour of outside chores to do everyday and about 45-60 minutes of homework. Yet, you need your free time. In order to best manage the use of your time, which of the following sequence of activities would be the most appropriate?

    (a) Do homework, watch TV, play touch football, do chores.
    (b) Watch TV, play touch football, do homework, do chores.
    (c) Play touch football, watch TV, do chores, do homework.
    *(d) Do chores, play touch football, do homework, watch TV.

48. Suppose that you were making a speech to a group and you noticed that you left out a paragraph of your speech. What would you do?

    (a) Don't apologize to the group for your embarassing mistake, just stop and practice it some more before your next speech.
    (b) Don't apologize by telling the group that you are not used to giving speeches.
    (c) Don't apologize, just go back and start all over again.
    *(d) Don't apologize, just proceed with your speech as if nothing had happened.

49. A committee which usually consists of the club's officers is a/an:

    (a) Ad hoc committee
    (b) Standing Committee
    (c) Special committee
    *(d) Executive committee

50. Committees are used in club meetings for what reason?

    (a) To save the officers from doing extra work during a meeting.
    (b) To provide variety and change during a meeting.
    (c) As a parliamentary procedure transaction to get certain motions passed.
    *(d) In order to gain more information and accomplish more in a meeting.

51. You are on the executive committee and one of your responsibilities is to see that members are selected for various committies. Which best describes how you will select committee members?

*(a) I will select members with skill, knowledge and access to needed information regardless of my personal opinions.
(b) I will select members which hold the most popular views of the group regardless of the potential committee member's judgement.
(c) I will select members my club advisor feels should be on the committee regardless of the other officer's opinions.
(d) I will select members that volunteer for the appropriate committee regardless of their qualifications and my personal opinion.

52. You have been appointed as the chairperson of a community service committee for your club. It is time for the first meeting and you want to do a good job. Which of the following is the most appropriate?

(a) Call a meeting of the committee, you assign tasks, and you get the advisor to make sure the committee performs it's responsibilities.
(b) Call a meeting of the committee, review the community service committee's work last year and you decide what the committee will do this year, and you decide when and how the activity will be conducted.
*(c) Call a meeting of the committee, determine goals with members, determine ways and means to accomplish the goals with members, both you and the members determine who is responsible for certain activities on the committee and when the activity will be conducted.
(d) Call a meeting of the committee, share your goals with the members, you assign tasks for members, you determine ways and means to accomplish the task, you determine along with the advisor who is responsible and when the activity will be conducted.

53. As chairperson of the finance committee, you have been asked to give a report on the club's money making project at the next meeting. Which of the following is the most appropriate?

*(a) Present the report. Let the president ask for questions, then you move that the report be accepted.
(b) Present the report, second the president's motion to accept the report, and call for a vote.
(c) Present the report and ask for discussion or questions about your report and call for a vote on the report as read.
(d) Present the report and ask the chairperson to secure a second to accept your report as read.

54. As newly elected chairperson of the program committee for the annual awards program your committee is given many tasks which must be completed. Which of the following is the most appropriate procedure in order to perform your task as committee chairperson.

*(a) Ask Jane to check on menus, ask Bill to check on entertainment, ask John to check on awards, and ask Mitzi to check on decorations, then have a committee meeting to discuss the findings and report back at the next meeting.
(b) Ask Jane, Bill, John and Mitzi to check on menus, entertainment, awards and decorations and have one of them to report at the next meeting.
(c) Ask Jane to make final arrangements for the menu, ask Bill to make final arangements on entertainment, ask John to make final arrangements for the awards and ask Mitzi to make final arrangements for decorations and have each to report their decisions at the next meeting.
(d) Ask Jane, Bill, John and Mitzi to assist you as you check on menus, entertainment, awards and decorations before you report your findings at the next club meeting.

55. The proper way to present an award to another person is to:

*(a) Present award with left hand and shake hands with right hand. Right hand is under left hand.
(b) Present award with right hand and shake hands with left hand. Left hand is under right hand.
(c) Present award with left hand and shake hands with right hand. Left hand is under right hand.
(d) Present award with right hand and shake hands with left hand. Right hand is under left hand.

56. You enter a restaurant and are seated. The waitress brings you a breakfast menu. Your mother prepares your fried eggs at home with the egg yolk soft and the egg white hard. You want to order fried eggs along with a meat, drink, and bread. Which of the following is the most appropriate procedure to order a meal from a waitress?

(a) When the waitress asks for your order, describe to her how your mother prepares your fried eggs and then tell her your choice of drink, meat and bread.
*(b) When the waitress asks for your order, tell her you want your eggs overlight (or overmedium), and then tell her your choice of drink, meat and bread.
(c) When the waitress asks for your order, ask for the choices of drink, meat, bread and eggs. Next, place your order.
(d) When the waitress asks for your order, tell her that you want your eggs with the yellow soft, and tell her your choice of drink, meat and bread.

57. You have invited your parents to a parent appreciation banquet at your school. What would you wear?

*(a) Coat (or jacket) and tie, dress trousers.
(b) Tuxedo
(c) Sport shirt and clean blue jeans.
(d) Dress trousers and sport shirt.

58. Your club has a parent/member banquet in which you are the president, Bill Smith. The banquet will begin at 7:00 p.m. but the club members have been asked to arrive with their parents around 6:00 p.m. so that the parents and members will have a chance to meet and greet each other. Which of the following best describes what you would do?

*(a) I would approach the members' parents and say, "Hi, I'm Bill Smith, I am glad that you could come to the banquet."
(b) I would wait until the parents approached me before I would introduce myself and say, "Hi, I'm Bill Smith, I am glad that you could come to the banquet."
(c) I would wait until the members approached me with their parents to introduce me before I would say, "Hi, I'm Bill Smith, I am glad that you could come to the banquet.
(d) I would not do any of the above since the members and their parents would think that I was showing off since I was the president.

59. Your club is having an unchaperoned hayride after reluctant consent of the club advisor and administration. All the members have dates. However, at the hayride most of the members are doing many things not becoming of a lady or gentleman. What would you do if you were at this hayride?

(a) I would do pretty much what everybody else was doing since it was an official club function.
(b) Since the hayride is unchaperoned, no one would really tell my parents of misbehavior since it was an official club function.
*(c) I would leave the hayride with my date and take her home early or a more appropriate place.
(d) If my date wanted to stay and go along with the group, I would stay with her and do what she wanted to do.

60. Which of the following is the most appropriate introduction?

*(a) Mr. Smith (older man), this is Mr. Jones (younger man). Mr. Jones, this is Mr. Smith.
(b) Mr. Jones (younger man), this is Mr. Smith (older man). Mr. Smith, this is Mr. Jones.
(c) Both a & b are proper introductions.
(d) Neither a nor b is proper introductions.

61. Suppose you were the president of the Kiwanis Club in your community. The Kiwanis Club believes that the community needs a recreational park. Which of the following strategies do you believe would be the best to follow in order to get the park built?

*(a) Secure support from the community and then get different businesses, community people or other agencies to donate, work on, or be responsible for certain areas of the recreational park.
(b) Borrow money from the bank and start construction, always remember many different groups working together can slow a project to the extent that the project may never be completed.
(c) Borrow money from the bank, secure support from the community, hire a contractor for the job and start work as soon as possible.
(d) Start construction, take pledges from members of the community, secure support from the community, and appoint different members of the community to be responsible for certain areas of the park.

62. When it is time for the pledge of allegiance, I:

(a) Sing along with the other people.
(b) Stand, place my right hand over my heart, and sing along with the other people.
(c) Stand, place my hands beside my hips at attention and say it along with the group.
*(d) Stand, place my right hand over my heart and say it with the group.

63. You are considering joining an organization in which you feel is very worthwhile. The organization is very active and fun. However, the dues are $15.00 per member. Which of the following is the most appropriate?

(a) The club should have a money making project so that the dues can be paid for all members.
(b) Members should not be expected to pay dues unless they see a budget showing the use of the dues money.
(c) Members should not be expected to pay dues unless they are educated and understand the educational, social and recreational values of the club.
*(d) Most all clubs have a purpose and use funds appropriately. I realize that if we belong to an organization, we pay dues.

64. Which of the following would be the most logical choice of the democratic party to be their candidate for president in 1984?

(a) Ronald Reagan
(b) Gerald Ford
*(c) Jimmy Carter
(d) Howard Baker

65. Private discussions among members indicate that there is a conflict of opinion concerning the use of club funds to pay the club advisor's trip to the State Convention in Gatlinburg, since all state travel funds for teachers have been abolished. As president, which of the following actions is the most appropriate?

(a) Call for a meeting of the club, and ask the members to refrain from such discussions until they have discussed this with the club advisor.
(b) Call for a meeting of the club and after the situation has been explained, ask officers and leaders of the chapter to use their influence to stop the various comments.
*(c) Call for a meeting, ask that the proper discussions be held during the meeting to determine which view point is prevalent and act accordingly.
(d) Call for a meeting and have the club treasurer give a report in order to assure that there is sufficient funds to pay the advisor's expenses.

66. The Kiwanis Club has as one of their projects, helping raise money for a nearby children's hospital. The Lions Club has as one of their projects, helping raise money for the blind. It happened by chance that both clubs were having their door-to-door and road block paper sale money making drive on the same day. As president of the Kiwanis Club, which of the following actions would you most closely agree?

(a) I would see which club could raise the most money on the same day.
(b) I would call the Lions Club and tell them they should change their paper sale until another day.
*(c) I would call a meeting of the officers of each club in order to plan the necessary alternatives to avoid having the paper sales on the same day.
(d) Although the Lions Club may not want to do it, I would insist that the community be divided into two sections with each club taking a section for their paper sale.

APPENDIX G

Teacher Interview Questionnaire for Anecdotal Information

Anecdotal Information

Name of High School ______________________________

1. How many hours of classroom instructional time is allowed yearly for each of the following in your course of study?

Ag. I	Ag. II	Ag. III	Ag. IV	
				1. Parliamentary Procedure
				2. Leading Individuals & Groups
				3. Conduct of Meetings
				4. Duties of Officers & Selecting
				5. Managing Financial Resources
				6. Developing Good Work Habits
				7. Individual Adjustment
				8. Participating in Committees
				9. Developing Social Skills
				10. Developing Citizenship Skills

2. How many seniors are enrolled in Vocational Agriculture? ____________

   (a) Number of boys ____
   (b) Number of girls ____

3. Number of senior Vocational Agriculture students that are FFA members. _____

4. Number of the seniors that have taken Vocational Agriculture for four years. _____

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5 - Chapter very strong

4 - Chapter strong

3 - Chapter somewhat average

2 - Chapter weak

1 - Chapter very weak

Parliamentary Procedure	Composite Score
1. To what extent is parliamentary procedure a part of the instructional program?	5 - 4 - 3 - 2 - 1
2. To what extent is parliamentary procedure used during chapter meetings?	5 - 4 - 3 - 2 - 1
3. What ranking did your team place in the district parliamentary procedure?	5 - 4 - 3 - 2 - 1

Leading Individuals and Groups	Composite Score
1. To what extent is leading individuals and groups a formal part of the instructional program?	5 - 4 - 3 - 2 - 1
2. Under what circumstances and how often are members given an opportunity to lead discussions?	5 - 4 - 3 - 2 - 1
3. How many members participate in the chapter FFA Creed Contest?	5 - 4 - 3 - 2 - 1
4. How many members participate in the chapter Public Speaking Contest?	5 - 4 - 3 - 2 - 1
5. How often do students speak in front of the class?	5 - 4 - 3 - 2 - 1
6. How many members participate in the chapter FFA Extemporeous Speaking Contest?	5 - 4 - 3 - 2 - 1
7. How did you place at the district level in each of the above contests? Creed _____ Public Speaking _____ Extemporeous Speaking _____	5 - 4 - 3 - 2 - 1
8. What leadership and personal development experiences did the officers attain at FFA leadership camp?	5 - 4 - 3 - 2 - 1
9. Any other activities which may assist members in leading individuals and groups?	5 - 4 - 3 - 2 - 1

Conduct of Meetings	Composite Score
1. How frequent do you have FFA meetings? (Ask to see any sample agendas)	5 - 4 - 3 - 2 - 1
2. What percent attendance of members are usually present? (Is a roll of members kept for each meeting?)	5 - 4 - 3 - 2 - 1

3. When are the meetings? 5 - 4 - 3 - 2 - 1

4. How much time is allowed for the meetings? 5 - 4 - 3 - 2 - 1

5. Are meetings conducted properly? 5 - 4 - 3 - 2 - 1
    - a. To what extent is official FFA opening and closing ceremony used? 5 - 4 - 3 - 2 - 1
    - b. To what extent is an agenda prepared and followed? 5 - 4 - 3 - 2 - 1
    - c. To what extent does the meeting and business adhere to the constitution and by-laws? 5 - 4 - 3 - 2 - 1
    - d. To what extent are group decisions made democratically? 5 - 4 - 3 - 2 - 1

Duties of Officers and Selecting Officers — Composite Score

1. Describe how the chapter officers are selected? 5 - 4 - 3 - 2 - 1
    - a. Selected by nominating committee after applications are filed.
    - b. Selected by chapter advisors.
    - c. Nominated from floor at meeting and voted upon.
    - d. Vote for members after nominating committee makes recommendations.

2. Explain the method of installing FFA officers. 5 - 4 - 3 - 2 -1

3. Describe the use of the nominating committee. 5 - 4 - 3 - 2 - 1

4. To what extent are the officers aware of their duties? 5 - 4 - 3 - 2 - 1

5. To what extent do the officers adequately perform their duties? 5 - 4 - 3 - 2 - 1

6. To what extent does the Vice-President coordinate committee work? 5 - 4 - 3 - 2 - 1

7. To what extent does the Treasurer keep official records, or do you or both of you? 5 - 4 - 3 - 2 - 1

8. To what extent does the Secretary read and keep accurate the minutes at the chapter meetings? 5 - 4 - 3 - 2 - 1

9. To what extent does the Sentinel prepare the meeting room? 5 - 4 - 3 - 2 - 1

10. How frequent does the chapter have newspaper articles about their activities? 5 - 4 - 3 - 2 - 1

Managing Financial Resources Composite Score

1. To what extent do students keep official record books? (pull 3-5 at random and rate them.) 5 - 4 - 3 - 2 - 1

2. How many State Farmer applicants do you have? 5 - 4 - 3 - 2 - 1

3. How many American Farmer applicants? 5 - 4 - 3 - 2 - 1

4. How many Proficiency Award applicants? 5 - 4 - 3 - 2 - 1

5. To what extent does the chapter have a functional budget similar to the one submitted with the FFA Program of Work, or does the advisor handle all the financial matters? 5 - 4 - 3 - 2 - 1

6. What type money-making projects does the chapter conduct? 5 - 4 - 3 - 2 - 1

7. What percent of the members are involved? 5 - 4 - 3 - 2 - 1

Developing Good Work Habits — Composite Score

1. What percent of the students have supervised work experience programs? 5 - 4 - 3 - 2 - 1

    a. What percent have Farming Programs? (Average investment?) (Scope of crops, livestock, dairy?)

    b. What percent are in Farm Placement programs? (Average number of hours)

    c. What percent are in Agribusiness placement? (Average number of hours)

    d. What percent get their work experience at school? (How many hours as an average?)

2. For those students without Supervised Work Experience Programs, to what extent do they have part-time jobs? 5 - 4 - 3 - 2 - 1

Individual Adjustment — Composite Score

1. To what extent does you chapter participate in district FFA events and contests? 5 - 4 - 3 - 2 - 1

2. To what extent is there a wide variety of participation of various students or do a few of the students do most all the competing in contests? 5 - 4 - 3 - 2 - 1

Participating in Committees	Composite Score
1. Describe how the FFA Program of Activities report is prepared.	5 - 4 - 3 - 2 - 1
a. Briefly describe the major activities within the FFA Program of Activities.	
b. What percent of the FFA members are on FFA Program of Activities committees?	
c. To what extent are the members successful in implementing the FFA Program of Activities?	
2. To what extent are committee reports given at meetings? (Note: Review of reports, if possible.)	5 - 4 - 3 - 2 - 1
a. Describe how the reports are presented and recorded.	
b. Are the reports given by the Chairman or a committee member?	
c. To what extent are the reports filed with the Secretary? (Note: See Secretary's book if possible.)	

Developing Social Skills	Composite Score
1. To what extent is developing social skills taught as part of the instructional program?	5 - 4 - 3 - 2 - 1
2. How many of your members attended the State FFA Convention?	5 - 4 - 3 - 2 - 1
3. How many of your members attended the National FFA Convention?	5 - 4 - 3 - 2 - 1

4. Describe your annual FFA Awards Banquet or similar activity? 5 - 4 - 3 - 2 - 1

5. To what extent does the chapter give awards to outstanding members? 5 - 4 - 3 - 2 - 1

   a. How many Greenhand Awards?

   b. How many Chapter Farmer Awards?

   c. How many Proficiency Awards were given?

Developing Citizenship Skills Composite Score

1. To what extent is developing citizenship skills taught as part of the instructional program? 5 - 4 - 3 - 2 - 1

   a. If included, what are the objectives?

   b. If included, what is the content?

2. What type community service activities does the chapter perform? 5 - 4 - 3 - 2 - 1

3. What percent of the members were involved? 5 - 4 - 3 - 2 - 1

4. To what extent did the chapter participate in the Palm Sunday Paper Sale? 5 - 4 - 3 - 2 - 1

5. To what extent did the chapter work toward a BOAC project? 5 - 4 - 3 - 2 - 1

6. What type Cooperative Activity did the chapter do? 5 - 4 - 3 - 2 - 1

7. If so, what percent of the members were involved? 5 - 4 - 3 - 2 - 1

8. Is FFA membership required? _____ 5 - 4 - 3 - 2 - 1
If not, which of the following best
describes your attitude?
Highly encourage _____
Encourage _____
Student's own choice _____
I don't care _____

---

5 - Very Strong
4 - Strong
3 - Average
2 - Weak
1 - Very Weak

Human Relation Skills of Vocational Agriculture Instructor

	Composite Score
1. Student discipline and control	5 - 4 - 3 - 2 - 1
2. Rapport with students	5 - 4 - 3 - 2 - 1
3. Administration support	5 - 4 - 3 - 2 - 1

Teacher Materials, Organization and Management	**Composite Score**
1. Adequate instructional materials	5 - 4 - 3 - 2 - 1
2. Adequate agriculture texts	5 - 4 - 3 - 2 - 1
3. Adequate reference books	5 - 4 - 3 - 2 - 1
4. Appropriate bulletin boards	5 - 4 - 3 - 2 - 1
5. Farm magazine rack available	5 - 4 - 3 - 2 - 1
6. Overhead projector available	5 - 4 - 3 - 2 - 1
7. Projection screen available	5 - 4 - 3 - 2 - 1
8. Pictures or charts displayed on classroom walls	5 - 4 - 3 - 2 - 1

Teacher and/or Chapter Pride	Composite Score
1. Percent members with FFA jackets	5 - 4 - 3 - 2 - 1
2. FFA banner displayed	5 - 4 - 3 - 2 - 1
3. FFA trophy case	5 - 4 - 3 - 2 - 1
4. Wall plaques displayed	5 - 4 - 3 - 2 - 1

APPENDIX H

Letter to Participating School Principals Informing Them of the Study

APPENDIX H

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
800 CORDELL HULL BUILDING
NASHVILLE 37219

Mr. Cliff Ricketts, a doctoral student at The Ohio State University and teacher educator at Middle Tennessee State University is conducting research for his dissertation on the Leadership and Personal Development Skills Possessed by Vocational Agriculture/FFA Students and non-Vocational Agriculture Students. I believe that this study will be of much benefit to the State Department of Education, especially those involved with youth club leadership activities.

Sixteen schools in Middle Tennessee were randomly selected for this study. Your school was one of the sixteen selected. I would appreciate it if you would assist Mr. Ricketts with his research. The research will involve an interview with your vocational agriculture instructor, a one hour student questionnaire of the senior male students, and a conference with your guidance counselor in which certain information will be asked. There is nothing about this study that conflicts with any Right to Privacy laws.

Mr. Ricketts will be contacting you soon concerning his research. Your support with this project will be appreciated.

Sincerely,

Kenneth K. Mitchell
State Specialist
Agriculture Education

BEST COPY AVAILABLE

APPENDIX I

Instructions to Guidance Counselor or Vocational Agriculture Instructor for Administering the Measuring Instrument

APPENDIX I

Instructions for Administering the Measuring Instrument

1. Give the measuring instrument to:

    (a) Senior males that have been enrolled in vocational agriculture for four years.

    (b) Senior males that have never been enrolled in vocational agriculture.

2. Remember, there are three sections to the measuring instrument.

    Section A: General Information on Student (Note: All students complete this section)

    Section B: Information on FFA Activities of Vocational Agriculture Student (Note: Only vocational agriculture students will complete this section. The sheets to this section are yellow. The non-vocational students will not be given Section B.

    Section C: Multiple Choice Questions (Note: All students are to complete this section. The students are not to mark on the multiple choice question sheets. The students are to mark the answers on the computer sheet. The students do not have to complete anything on the answer sheet except for marking the correct answer.

3. When the measuring instrument is received from the students after they have completed, have the students to paper clip all the sections together including the computer answer sheet.

4. Refer to the students' records to record the Thorndike 50 score and the 3½ year grade point average. Record those in the blanks of number 6 and number 7 in Section A. Tear away the top sheet so that the scores cannot be matched with any student's name. Each measuring instrument has a number that corresponds with the computer answer sheet. The number is all the information that I need on student identity. All other information is within the receiving portions of the measuring instrument.

5. Call collect for Cliff Ricketts or Nancy Ricketts at 758-5772 when the measuring instruments are complete.

APPENDIX J

Selected Characteristics of FFA Chapters which May Account for Test Score Performance of Students

APPENDIX J

Selected Characteristics of FFA Chapters which May Account for Test Score Performance of the Students

The investigator of this study interviewed each of the sixteen vocational agriculture instructors who were participants of this study. The investigator was observing characteristics, activities or habits of local vocational agriculture programs and FFA chapters which may account for the performance of the student on the 66 question criterion-referenced test. Furthermore, this investigator also wanted to observe the local vocational agriculture programs and FFA chapters for characteristics, activites or habits which may account for the differences in the performance of students on the criterion-referenced test between superior FFA chapters and non-superior FFA chapters.

The ratings in the column under superior FFA chapters represent an average rating of the superior FFA chapters for each of the characteristics. The same is true for the ratings of the non-superior FFA chapters. The ratings were obtained after all sixteen teachers were interviewed. Verbal notes were taken on each of the characteristics. The verbal comments were then weighted or given a value of from 0 to 5 on each characteristic for each program. The number values of the superior FFA chapters were averaged to get the rating. The number values of the non-superior FFA chapters were averaged to get the rating. Refer to Appendix G for a copy of the interview questionnaire.

Parliamentary Procedure: There was good overall involvement by both superior and non-superior FFA chapters in parliamentary procedure. The greatest difference of the two groups in parliamentary procedure was contest performance. All eight of the superior FFA chapters ranked at least third or better in their district contest. Three non-superior FFA chapters did not participate in the district contest. Refer to Table 26 for other differences in parliamentary procedure activity of the superior and non-superior FFA chapters.

Leading Individuals and Groups: It can be seen in Table 26 that there is much similiarity between the activities of superior and non-superior FFA chapters in leading individuals and groups. The greatest difference is that superior FFA chapters were considerably more active in public speaking, extemporaneous speaking and FFA leadership camp. When the teachers were asked to name other activities which may assist members in leading individuals and groups, activities which were mentioned were: (1) assisting recreation department, (2) participation in FFA work, (3) conducting weekly radio program, (4) participation in John Deere's Farm Frontier Program, and (5) conducting officer workshops.

Conduct of Meetings: A problem with both superior and non-superior chapters was having enough time to meet. Over half the chapters had 30 minutes or less once a month for a meeting. Fourteen of the sixteen chapters had meetings during school hours. The average attendance was approximately 86 percent. Two chaptes meet once monthly at night for about 2 hours with an approximate attendance of 38 percent. There were two of the chpaters which kept official rolls. Refer to Table 26 for a comparison of the other activities between the two groups.

Duties of Officers and Selection of Officers: With the exception of the selection procedure for officers, both superior and non-superior chapters were similar in this area. However, there was no school in which the treasurer was the only person in charge of the money. A few of the treasurers kept a record of income and expenditures. The procedures for most of the chapters was for the advisor to take the money to the principal's office and deposit the money in the general account. FFA expenditures were then paid by a check from the school's general account.

Managing Financial Resources: Both superior FFA chapters (3.94) and non-superior FFA chapters (3.25) were less than strong in the extent to which students keep official record books. The extent to which superior FFA chapters (3.44) and non-superior FFA chapters (3.13) had a functional budget was also less than strong. The eight superior FFA chapters had 36 students applying for the State Farmer Degree as compared to 9 for the non-superior FFA chapters. Ten FFA members from the superior FFA chapters were applying for the American Farmer Degree as compared to one FFA member from the non-superior FFA chapters. There were 28 proficiency award applicants from the superior FFA chapters and 2 from the non-superior FFA chapters. Money making projects from both superior and non-superior FFA chapters included: candy sales, fruit sales, magazine sales, mixed nut sales, citrus fruit sales, concessions, FFA calendar sales, shop projects, State Fair shop exhibits, parking cars, popcorn sales, bedding plant sales, and marking equipment.

Developing Good Work Habits: The extent to which students had supervised work experience programs was 3.75 for students in superior FFA chapters and 3.13 for students in non-superior FFA chapters. Students from the superior and non-superior FFA chapters were categorized by supervised work experience programs as follows:

	Superior FFA Chapters	Non-Superior FFA Chapters
Farming Programs	59%	45%
Farm Placement	9%	13%
Agri-business Placement	5%	3%
School Laboratory Work Experience	21%	18%

Individual Adjustment: The extent to which chapters participated in district FFA events and contests was 5.00 for superior FFA chapters and 4.13 for non-superior FFA chapters. However, except for students that participated in the skills contest, a few of the students (a small percent) do most of the participating in FFA contests and other FFA events beyond the chapter level. The extent to which a majority of the students are involved in FFA activities was weak.

Participating in Committees: Superior FFA chapters prepared the FFA program of activities as it should be with a rating of 4.57 as compared to non-superior FFA chapters of 3.13. All of the superior FFA chapters except one had 100 percent of their FFA members on FFA program of activities committees. Two of the non-superior FFA chapters had 100 percent of their members on FFA program of activities committees. Superior FFA chapters were 71 percent successful in completing their FFA program of activities. Non-superior FFA chapters were 64 percent successful in completing their FFA program of activities. One of the sixteen chapters reported that written committee reports were given at meetings. Most all committee reports were oral reports given by the chairperson of the committee. At best, committee reports were written as they were given as part of the secretary's minutes. Only one chater reported that written reports were filed.

Developing Social Skills: Both superior (2.57) and non-superior (2.40) FFA chapters were weak in the area of developing social skills as a part of the instructional program. Superior FFA chapters (4.75) had annual FFA awards banquets whereas non-superior FFA chapters (2.63) were weak in this area. The following is a list of activities showing the involvement of students from superior and non-superior FFA chapters:

	Superior FFA Chapters	Non-Superior FFA Chapters
Number Attending State FFA Convention[1]	10	4
Number Attending National FFA Convention	3	0
Percent Greenhand[2] Awards for Freshmen	95%	64%
Percent Chapter[2] Farmer Awards for Sophomores	68%	53%
Number Proficiency[2] Awards Given Yearly	12	3

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[1] The numbers are averages for the number that attended the State FFA Convention of the eight superior and non-superior FFA chapters.

[2] These characteristics relate to the question about the proper way to present an award.

Developing Citizenship Skills: Except for the involvement of superior FFA chapters (5.00) in the Palm Sunday Paper Sale, the participation of FFA chapters in developing citizenship skills was weak. Community service activities in which the FFA chapters reported involvement were: (1) building gates for little league ballpark, (2) building picnic shelters, (3) grounds work and landscaping, (4) building a greenhouse, (5) working with safety projects, (6) helping Big Brothers and Shriners, (7) identifying farm equipment, (8) cleaning park, (9) building tennis court, (10) building tobacco bale presses, (11) building picnic tables for park, (12) working on recreation center and track, and (13) helping develop new park. The participation of students in these activities varied from 10 to 80 percent depending upon the activity. Cooperative type activities reported were: (1) Farm Bureau farm equipment identification, (2) feeder pig sales, (3) parliamentary procedure in-service, (4) promotion of National Agriculture Day, (5) joint activities with the Future Homemakers of America, (6) joint programs with the Extension Service and 4-H Clubs, and (7) involvement with pig chains. The involvement of the FFA members in cooperative activities ranged from 5 to 50 percent with the mode being 20 percent involvement by the FFA members.

TABLE 26

RATING OF FFA CHAPTERS SELECTED FFA ACTIVITIES WITHIN SUPERIOR AND NON-SUPERIOR CHAPTERS AS OBSERVED BY THE INVESTIGATOR OF THIS STUDY

FFA Activity	Superior FFA Chapters[1]	Non-Superior FFA Chapters[2]
Parliamentary Procedure - Subpart 1		
1. Extent To Which Parliamentary Procedure is a Part of the Instructional Program	4.75	3.75
2. Extent To Which Parliamentary Procedure Is Used During Chapter Meetings	4.38	4.50
3. Performance of Team In District Parliamentary Procedure Contest	4.88	2.13
Leading Individuals and Groups - Subpart 2		
1. Extent To Which Leading Individuals and Groups Is a Formal Part of the Instructional Program	3.75	3.75
2. Extent to Which Members are Given An Opportunity to Lead Discussions	3.25	3.50
3. Extent to Which Members Participate In the Chapter FFA Creed Contest	4.38	4.25
4. Extent to Which Members Participate in the Chapter Public Speaking Contest	3.63	3.13
5. Extent to Which Members Speak In Front of Class	3.38	3.00

TABLE 26 (Continued)

FFA Activity	Superior FFA Chapter	Non-Superior FFA Chapter
Managing Financial Resources - Subpart 5		
1. Extent to Which Students Keep Official Record Books	3.94	3.25
2. Extent to Which Chapter Has a Functional Budget	3.44	3.13
3. Extent to Which Members Are Involved in Money-Making Projects	3.75	4.38
Developing Good Work Habits - Subpart 6		
1. Extent to Which Students Have Supervised Work Experience Programs[3]	3.75	3.13
2. To What Extent Do Students Without Supervised Work Experience Programs Have Part Time Jobs[4]	2.76	3.13
Individual Adjustment - Subpart 7		
1. Extent to Which Chapter Participates in District FFA Events and Contests	5.00	4.13
2. Extent to Which There Is a Variety of Participation by FFA Members	4.25	3.50
Participating in Committees - Subpart 8		
1. Extent to Which FFA Program of Activities is Prepared As It Should Be Utilizing Members	4.57	3.13

TABLE 26 (Continued)

FFA Activity	Superior FFA Chapters	Non-Superior Chapters
2. Extent to Which Committee Reports Are Given At Meetings	4.00	2.25
Developing Social Skills - Subpart 9		
1. Extent To Which Developing Social Skills Is a Part of the Instructional Program	2.57	2.40
2. Extent to Which Chapter Has an Annual FFA Awards Banquet	4.75	2.63
3. Extent to Which Chapter Gives Awards to Outstanding Members*	4.88	3.63
Developing Citizenship Skills - Subpart 10		
1. Extent to Which Developing Citizenship Skills is Part of the Instructional Program	2.17	2.75
2. Extent to Which Chapter Participated in the Palm Sunday Paper Sale	5.00	2.63
3. Extent to Which Chapter Worked Toward a BOAC Project	1.88	1.63

---

*This characteristic relates to the question on the proper way to present an award.

[1] The number represents an average rating of the characteristic for the eight superior FFA chapters.

[2] The number represents an average rating of the characteristic for the eight non-superior FFA chapters.

[3] Does not include school lab experience - Supervised Work Programs.

[4] Includes students with school lab experience - Supervised Work Programs.

Miscellaneous Characteristics:[1] Table 27 relates several miscellaneous characteristics of superior and non-superior FFA chapters. Although FFA membership cannot be required, advisors from both superior and non-superior FFA chapters highly encouraged attendance. Classroom materials and appearance characteristics of superior FFA chapters had larger difference of ratings over non-superior FFA chapters than other characteristics. These characteristics included agriculture text, reference books, pictures or charts displayed on classroom walls, a trophy case of FFA awards and wall plaques displayed.

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[1] This section was included to summarize physical characteristics of vocational agriculture of each school. (The ratings of the characteristics are reported in Table 27. The environment aspects of the classroom both physical and attitude was observed. The reason for mentioning these miscellaneous characteristics was to see if these characteristics were related to the performance of the students on the criterion-referenced test score.

TABLE 27

MISCELLANEOUS CHARACTERISTICS OF SUPERIOR FFA CHAPTERS AND NON-SUPERIOR FFA CHAPTERS[1]

Characteristic	Superior FFA Chapters	Non-Superior FFA Chapters
Extent to Which FFA Membership is Required	5	4.88
Human Relation Skills of Vocational Agriculture Instructor		
1. Student discipline and control	4.88	4.00
2. Rapport with students	4.88	4.13
3. Administration support	5.00	4.13
Teacher Materials, Organization and Management		
1. Adequate instructional materials	4.38	3.88
2. Adequate agriculture texts	4.75	3.38
3. Adequate reference books	4.75	3.38
4. Appropriate bulletin boards	4.75	3.50
5. Farm magazine rack available	4.75	4.13
6. Overhead projector available	5.00	4.13
7. Projection screen available	5.00	4.38
8. Pictures or charts displayed on classroom walls	5.00	3.75
Teacher and/or Chapter Pride		
1. Percent members with FFA jackets	51.88%	59%
2. FFA banner displayed	4.63	3.88
3. FFA trophy case	5.00	2.13
4. Wall plaques displayed	5.00	3.00

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[1] This table represents the physical characteristics of the vocational agriculture facility. The environment aspects of the classroom both physical and attitude were observed. The purpose was to see if their characterstics were related to the performance of the students on the criterion-referenced test score.

APPENDIX K

PERCENT OF STUDENTS WHO WERE KNOWLEDGEABLE CONCERNING EACH OBJECTIVE AND THE RANK ORDER OF THE OBJECTIVES FOR EACH OF THE FOUR GROUPS

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank[1]	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
The student will be able to:								
Parliamentary Procedure								
1. Distinguish appropriate time to refer a motion to a committee	81.5	2	62.0	21	68.1	10	64.9	3
2. Ask the proper question when a member moves to reconsider a motion	86.2	1	58.0	32	10.1	66	5.4	66
3. Take the appropriate action when the chairman, in student's opinion, does not announce the vote correctly or the student wants another vote taken	76.9	8	56.0	36	34.8	52	39.2	36

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[1] The rank indicates how that individual objective which was measured by a criterion-referenced question placed among the 66 objectives of that particular group. Each of the four groups have a separate set of rankings. This information is provided in order that the rankings of the objectives can be compared among the four groups in order to determine which leadership and personal development abilities the students possess. The objectives are listed in the same order as the questions in Appendix F.

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
4. Amend a motion	43.1	53	28.0	61	24.6	60	12.2	62
5. Take appropriate action, while acting as chairman, when someone calls for the question	78.5	5	60.0	29	15.9	63	6.8	64
6. Determine the appropriate time to table a motion	73.8	12	70.0	6	30.4	55	29.7	50
7. Take appropriate action, while acting as chairman, when a motion is made to suspend the rules	80.0	4	58.0	32	15.9	63	9.5	63
8. Take appropriate action, while acting as chairman, if someone tries to discuss a motion to table	69.2	20	58.0	32	44.9	39	29.7	50
Leading Individuals and Groups								
9. As the leader of a group, get most all members involved, working, and given individual responsibility	44.6	50	32.0	59	23.2	61	31.1	46

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
10. Speak before a group	72.3	14	64.0	13	72.5	9	58.1	10
11. Direct actions, thoughts and opinions of others	67.7	22	62.0	21	56.5	24	62.2	5
12. Lead a discussion during a chapter meeting	44.6	50	44.0	50	43.5	41	50.0	19
13. Learn when to follow and when to lead	47.4	46	52.0	41	25.5	57	24.3	55
14. Keep a group progressing toward goals and objectives	27.7	60	20.0	62	30.4	55	29.7	50
15. Assume responsibility for completion of group activities	61.5	29	64.0	13	68.1	10	64.9	3
Conduct of Meetings								
16. Conduct a meeting within the framework of a constitution and by-laws	52.3	41	54.0	39	46.4	38	32.4	45

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
17. Plan for effective meetings and develop meeting agenda	66.2	24	62.0	21	65.2	14	43.2	28
18. Establish rapport so that he/she can get group cooperation	70.8	17	54.0	39	60.9	19	54.1	14
19. Follow democratic procedures	38.5	58	50.0	44	44.9	39	23.0	56
20. Support the majority decision of the group and respect opinions of others	23.1	62	52.0	41	37.7	49	21.6	58
Duties of Officers and Selecting Officers								
21. Identify one of the primary responsibilities of the reporter	50.8	37	34.0	57	37.7	49	36.5	39
22. Identify one of the primary responsibilities of the vice-president	41.5	54	38.0	54	40.6	45	29.7	50

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
23. Identify the primary responsibilities of the president	78.5	5	64.0	13	52.2	29	44.6	25
24. Identify one of the primary responsibilities of the sentinel or sergeant-at-arms	81.5	2	82.0	2	39.1	47	35.1	41
25. Identify one of the primary responsibilities of the secretary	76.9	8	62.0	21	75.4	4	71.6	1
26. Identify an appropriate method of selecting good officers	64.6	26	52.0	41	26.1	58	23.0	56
27. Identify an appropriate method of installing officers	70.8	17	64.0	13	43.5	41	33.8	44
28. Identify the primary purpose of a nominating committee	53.8	40	46.0	47	52.2	29	31.1	46

APPENDIX K (Continued)

	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
Managing Financial Resources								
29. Develop the ability to select the most appropriate fund-raising activity which involves all members and helps develop communication skills	47.7	46	54.0	39	49.3	34	41.7	30
30. Sell products by using a positive approach	49.2	45	30.0	60	40.6	45	35.1	43
31. Keep official records including the proper identification of a gain or loss in inventory	55.4	38	58.0	32	65.2	14	58.1	10
32. Record expense items in a record book	60.0	33	64.0	13	52.2	29	58.1	10
33. Record income items in a record book	61.5	29	60.0	29	56.5	24	52.7	17

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
Developing Good Work Habits								
34. Develop responsibility	69.2	29	72.0	4	68.1	10	41.9	30
35. Demonstrate personal integrity	50.8	37	62.0	10	65.2	14	48.6	21
36. Develop self-initiative	66.2	24	64.0	13	79.7	1	59.5	8
37. Develop a willingness to take supervision	40.0	57	44.0	50	43.5	41	37.8	38
38. Develop a positive attitude toward work	67.7	22	68.0	10	60.9	19	52.7	17
39. Develop dependability	61.5	29	56.0	36	66.7	13	48.6	21
40. Develop pride in his/her activities	76.9	8	82.0	2	75.4	4	54.1	14
Individual Adjustment								
41. Develop realistic yet challenging monetary goals	60.0	33	56.0	36	49.3	34	39.2	36
42. Follow established procedures and regulations	78.5	5	88.0		78.3	2	66.2	2

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
43. Develop the ability to perform under pressure	61.5	29	60.0	29	62.3	17	44.6	25
44. Accept success and failure	76.9	8	72.0	4	76.8	3	62.2	5
45. Demonstrate sportsmanship	47.7	46	42.0	52	59.4	20	47.3	24
46. Develop appropriate public relation skills	56.9	36	48.0	45	49.3	34	36.5	39
47. Manage use of time	70.8	17	70.0	6	73.9	7	60.8	7
48. Demonstrate poise	72.3	14	70.0	6	73.9	7	56.8	13
Participating in Committees								
49. Identify different kinds of committees	63.1	27	62.0	21	62.3	17	54.1	14
50. Identify the purpose of committees	52.3	41	62.0	21	56.5	24	40.5	32
51. Select members for committees	50.8	44	68.0	10	60.9	19	44.6	25

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
52. Be an effective committee chairman of a program of activities committee	61.5	29	46.0	49	58.0	22	44.6	25
53. Present a committee report	26.2	61	10.0	66	17.4	62	21.6	58
54. Promote committee member participation and delegate responsibility	38.5	58	20.0	62	26.1	58	21.6	58
Developing Social Skills								
55. Properly present an award	58.5	35	64.0	13	50.7	32	35.1	41
56. Select a meal from a menu and properly order	72.3	14	62.0	21	53.6	28	59.5	8
57. Properly dress for the occasion	56.9	36	64.0	13	55.1	27	39.7	50
58. Meet and greet people	55.4	38	48.0	45	39.1	47	21.6	58
59. Conduct themselves as a lady or gentleman at all times	41.5	54	38.0	34	31.3	53	31.1	46

APPENDIX K (Continued)

Objective	Ag Students/ Superior FFA Chapters (Group 1) N=64		Ag Students/ Non-Superior FFA Chapters (Group 2) N=50		Non-Ag Students/ Superior FFA Chapters (Group 3) N=69		Non-Ag Students/ Non-Superior FFA Chapters (Group 4) N=74	
	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank	Percent Correct	Rank
60. Make proper introductions	41.5	54	38.0	54	31.3	53	31.1	46
Developing Citizenship Skills								
61. Plan and establish community service projects	46.2	49	62.0	21	43.5	41	40.5	32
62. Develop a respect for national symbols and customs	62.5	28	70.0	6	75.4	4	48.6	21
63. Develop an understanding that "if we belong, we pay dues."	44.6	28	34.0	57	37.7	49	43.2	28
64. Develop a basic understanding of which party our national political leaders belong	60.0	33	52.0	41	50.7	32	44.6	25
65. Respect the rights and views of others	52.3	41	40.0	53	47.8	37	40.5	32
66. Cooperate with others in group activities	73.8	12	46.0	47	58.0	22	40.5	32

APPENDIX L

PERCENT CORRECT ANSWERS OF THE FOUR GROUPS ON EACH OF THE TEN SUBPARTS OF THE LEADERSHIP AND PERSONAL DEVELOPMENT ABILITY TEST

	Ag Students/ Superior Chapters (Group 1) (N=64)	Ag Students/ Non-Superior Chapters (Group 2) (N=50)	Non-Ag Students/ Superior Chapters (Group 3) (N=69)	Non-Ag Students/ Non-Superior Chapters (Group 4) (N=74)	Mean Score of Four Groups
Total Test Score: Percent Correct (66 Items)	59.52	55.21	50.40	41.03	51.54
Subpart I Parliamentary Procedure (8 Items)	72.46	55.29	32.33	24.48	46.14
Subpart 2 Leading Individuals and Groups (7 Items)	51.13	47.80	45.30	46.02	47.56
Subpart 3 Conduct of Meetings (5 Items)	51.56	52.30	49.72	35.84	47.36
Subpart 4 Duties of Officers and Selecting Officers (8 Items)	64.65	53.60	46.25	39.41	50.98

APPENDIX L (Continued)

	Ag Students/ Superior Chapters (Group 1) (N=64)	Ag Students/ Non-Superior Chapters (Group 2) (N=50)	Non-Ag Students/ Superior Chapters (Group 3) (N=69	Non-Ag Students/ Non-Superior Chapters (Group 4) (N=74)	Mean Score of Four Groups
Subpart 5 Managing Financial Resources (5 Items)	55.62	52.30	52.00	49.72	52.41
Subpart 6 Developing Good Work Habits (7 Items)	63.17	63.19	64.29	49.80	60.11
Subpart 7 Individual Adjustment (8 Items)	66.41	62.26	64.64	52.09	61.35
Subpart 8 Participating in Committees (6 Items)	48.18	44.23	47.38	37.97	44.44
Subpart 9 Developing Social Skills (6 Items)	57.82	56.42	49.05	36.57	49.97
Subpart 10 Developing Citizenship Skills (6 Items)	57.30	49.68	51.43	43.52	50.48

LEADERSHIP AND PERSONAL DEVELOPMENT ABILITIES POSSESSED BY HIGH SCHOOL SENIORS WHO ARE FFA MEMBERS IN SUPERIOR FFA CHAPTERS, NON-SUPERIOR CHAPTERS, AND BY SENIORS WHO WERE NEVER ENROLLED IN VOCATIONAL AGRICULTURE

By

Samuel Clifton Ricketts, Ph.D.
The Ohio State University, 1982
L. H. Newcomb, Adviser

The primary purpose of this study was to describe the leadership and personal development abilities that were possessed by four groups of high school senior males, namely vocational agriculture/FFA students who participated in high quality (superior) FFA chapters, vocational agriculture/FFA students who participated in low quality (non-superior) FFA chapters, and those non-vocational agriculture students from the schools with superior and non-superior FFA chapters who were never enrolled in vocational agriculture.

Active FFA members in traditional vocational agriculture four year programs, single teacher departments with high schools of less than 1,000 total enrollment in Middle Tennessee comprised the target population for this study. The sample included students from eight schools with superior FFA

chapters and eight schools with non-superior FFA chapters. Each student was given an instrument that included, among other things, a 66 question criterion-referenced multiple choice test which measured leadership and personal development skills. A Kuder-Richardson 20 reliability coefficient of .86 was obtained on the instrument measuring leadership and personal development skills.

Analysis of covariance was calculated to determine if there was a statistical difference at the .05 level between the four groups on the leadership and personal development test scores. The findings, by using post hoc analysis (Newman-Keuls test) on the unequal sized groups, reported that vocational agriculture students from superior and non-superior FFA chapters possess significantly (at the .05 level) more leadership and personal development abilities than students who have never been enrolled in vocational agriculture. However, the extent to which the vocational agricultural FFA students possessed leadership and personal development abilities was much less than this writer feels that the profession should be willing to accept since vocational agriculture/FFA students scored at the 58 percent mastery level. Non-vocational agriculture students scored at the 46 percent mastery level. Considerably more of the vocational agriculture students from the superior FFA chapters (33 percent) possessed a 75 percent mastery level of leadership and personal development abilities as compared to 14 percent of the vocational agriculture students from non-superior FFA chapters and three percent for students who had never been enrolled in vocational agriculture.